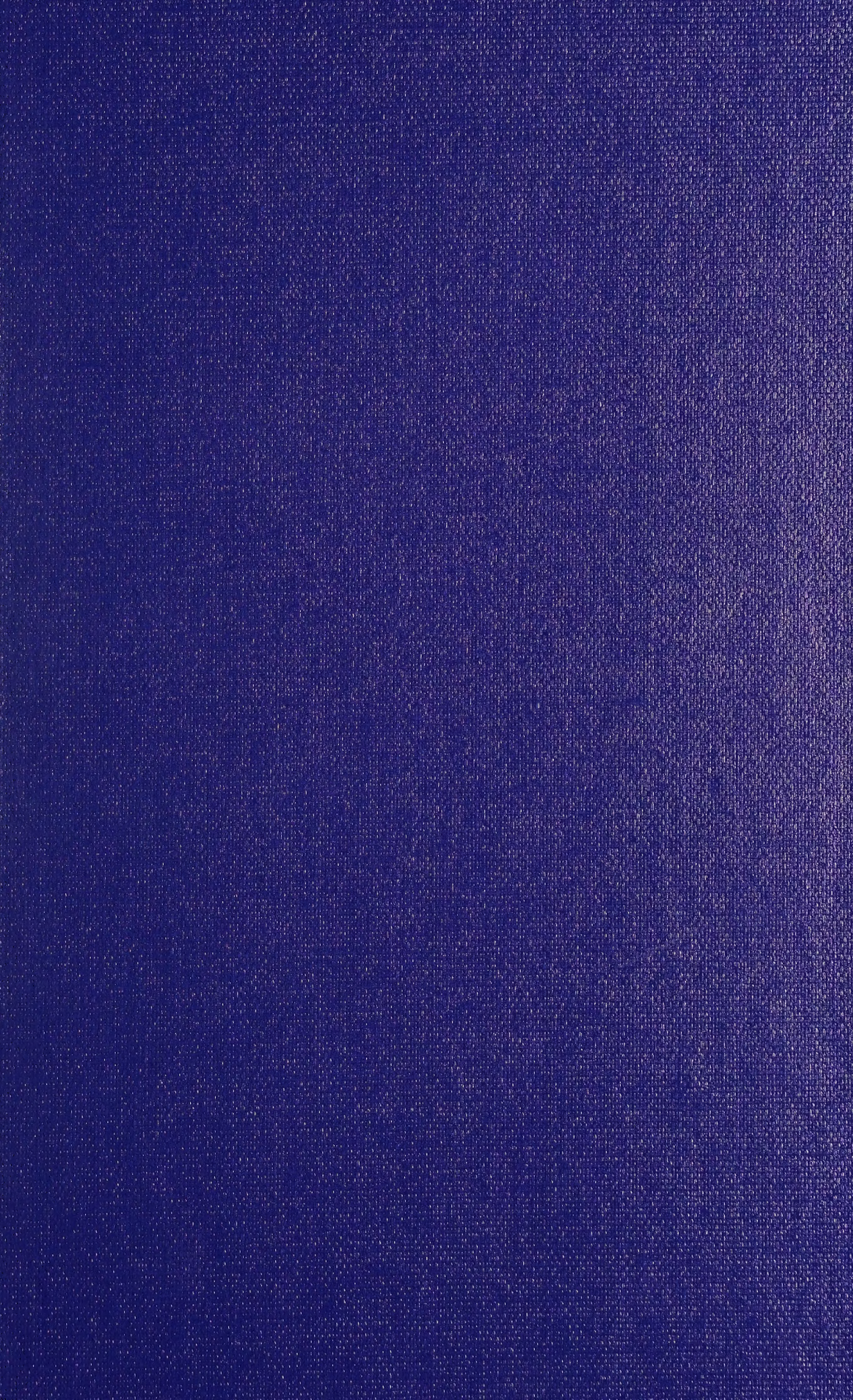
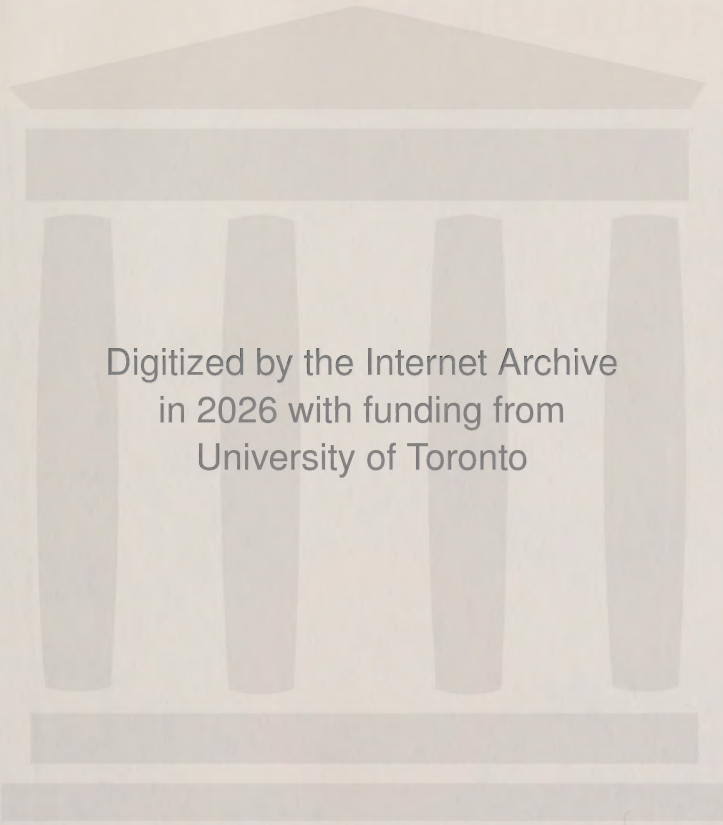






Digitized by the Internet Archive
in 2026 with funding from
University of Toronto

The Ontario Institute
for Studies in Education
OISE Bulletin 1970-1971
Graduate Degrees
in Education
University of Toronto



OISE
BULLETIN
1970-1971

THE ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

GRADUATE DEGREES
IN EDUCATION

UNIVERSITY OF TORONTO

Please address inquiries concerning graduate studies in education to:

Coordinator of Graduate Studies,
The Ontario Institute for Studies
in Education,
102 Bloor Street West,*
Toronto 5, Ontario,
Canada.

Cable address: OISETOR.

The student should bring this Bulletin when he registers. No assurance can be given that additional copies will be provided at that time.

The Bulletin of the Institute is published some months before the opening of the session. Staff, courses, regulations, dates, and fees are expected to be as announced, but the Institute reserves the right to make changes.

* As of June 1, 1970, the Institute's new street address will be 252 Bloor Street West.

Contents

Academic Calendar: 1970-71	vii
Board of Governors	xi
Administrative Officers	xiii
The Ontario Institute for Studies in Education	1

GENERAL INFORMATION

Application for Admission	3
Registration	5
Study in Summer Session	5
After-hours Classes in Regular Session	5
Non-Credit Seminars and Conferences	6
Status of Students Enrolled Under Earlier Regulations	6
The Miller Analogies Test	6
The Graduate Record Examinations	8
Examinations and Grades	8
Term Assignments	10
Fees	10
Graduate Assistantships, Fellowships, and Awards	12
Library	14
Educational Clinic	15
Computer Facilities	15
Editorial Division	15
The Career Counselling and Placement Centre	15
Living Accommodation	16
Health Service	18
Overseas Students	18
Graduate Students' Association	19

GENERAL REQUIREMENTS FOR DEGREES

Courses of Instruction	21
Special Purpose and Interdepartmental Programs in Educational Theory	22
Master of Education	22
Master of Education for Special Purposes	24
Master of Arts	24
Master of Philosophy	26
Doctor of Philosophy	26
Doctor of Education	28

DEPARTMENTS

STAFF, PROGRAMS OF SPECIALIZATION, COURSES

Adult Education	31
Applied Psychology	39
Computer Applications	59
Curriculum	65
Educational Administration	79
Educational Planning	89
History and Philosophy of Education	99
Measurement and Evaluation	113
Sociology in Education	121
Special Education	129
Higher Education	139

INDEXES

Academic Staff	143
General Index	147

1970

JANUARY							FEBRUARY							MARCH							APRIL						
Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	Sat
					1	2	3							1	2	3	4	5	6	7							
4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14	5	6	7	8	9	10	11
11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21	12	13	14	15	16	17	18
18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28	19	20	21	22	23	24	25
25	26	27	28	29	30	31								29	30	31					26	27	28	29	30		

MAY		JUNE						JULY						AUGUST													
<i>Sun</i>	<i>Mon</i>	<i>Tues</i>	<i>Wed</i>	<i>Thur</i>	<i>Fri</i>	<i>Sat</i>	<i>Sun</i>	<i>Mon</i>	<i>Tues</i>	<i>Wed</i>	<i>Thur</i>	<i>Fri</i>	<i>Sat</i>	<i>Sun</i>	<i>Mon</i>	<i>Tues</i>	<i>Wed</i>	<i>Thur</i>	<i>Fri</i>	<i>Sat</i>							
					1	2			1	2	3	4	5	6				1	2	3	4						
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
31																					30	31					

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER								
<i>Sun</i>	<i>Mon</i>	<i>Tues</i>	<i>Wed</i>	<i>Thur</i>	<i>Fri</i>	<i>Sat</i>	<i>Sun</i>	<i>Mon</i>	<i>Tues</i>	<i>Wed</i>	<i>Thur</i>	<i>Fri</i>	<i>Sat</i>	<i>Sun</i>	<i>Mon</i>	<i>Tues</i>	<i>Wed</i>	<i>Thur</i>	<i>Fri</i>	<i>Sat</i>	<i>Sun</i>	<i>Mon</i>	<i>Tues</i>	<i>Wed</i>	<i>Thur</i>	<i>Fri</i>	<i>Sat</i>		
	1	2	3	4	5					1	2	3		1	2	3	4	5	6	7				1	2	3	4	5	
6	7	8	9	10	11	12		4	5	6	7	8	9	10	8	9	10	11	12	13	14		6	7	8	9	10	11	12
13	14	15	16	17	18	19	1	12	13	14	15	16	17	18	15	16	17	18	19	20	21	13	14	15	16	17	18	19	
20	21	22	23	24	25	26	18	19	20	21	22	23	24	25	22	23	24	25	26	27	28	20	21	22	23	24	25	26	
27	28	29	30				25	26	27	28	29	30	31	29	30	31						27	28	29	30	31			

1971

[illegible][illegible][illegible]

Academic Calendar

1970

February 1	Final date for submitting applications for Graduate Assistantships		penultimate year of residence to submit the field of research and the name of the supervisor (see also October 31)
February 15	Application for Admission forms for the Summer Session available from this date on	April 17	Last day of lectures, Regular Session
		April 20-24	Examinations, Regular Session
March 15	Final date for receiving Application for Admission forms for the 1970 Summer Session and for the 1970-71 Regular Session (daytime students only) <i>Note:</i> Applicants for the Regular Session are urged to submit applications by February 1, the date for receipt of Graduate Assistantship applications, since a considerable number of student places will have been awarded with the disposition of Graduate Assistantships	May 6*	Final date for submitting recommendations for degrees to be awarded at Spring Convocation
		May 8†	Final date for Senate oral examinations for Ph.D. degrees to be conferred at Spring Convocation
		May 11	Application for Admission forms available for the 1970-71 Regular Session (after-hours students only)
		May 18	Victoria Day (offices closed, classes canceled)
March 27	Good Friday (offices closed, classes canceled)	May 30-June 15	Spring Convocation
March 30	Easter Monday (offices closed, classes canceled)	June 10	Final date for receiving Application for Admission forms for the 1970-71 Regular Session (after-hours students only); this applies to
April 1*	Final date for Ph.D. candidates in the		

	courses for both the first and second half-years of the 1970-71 Regular Session. Maximum enrollment may be reached in some classes before this date	September 21	Regular Session Registration, 10:00 a.m. (daytime students only)
June 29	Summer Session Registration, 9:30 a.m. to 12:30 p.m. and 1:30 p.m. to 4:30 p.m.	September 25	Fees: any student registered in the Regular Session whose fees are not received at the Chief Accountant's Office by this date must pay a late payment fee of \$10, plus \$1 per day of delay beyond that to a maximum of \$20
June 30	First day of lectures, Summer Session	September 28	Lectures begin
July 1	Official commencement of the University year	October 12	Thanksgiving Day (offices closed, classes canceled)
July 1	Dominion Day (offices closed, classes canceled)	October 24*	Final date for submitting recommendations for degrees to be awarded at Fall Convocation
July 9	Fees for M.Ed. students: if fees for the Summer Session remain unpaid as of this date, the student will be considered as having withdrawn	October 31*	Final date for Ph.D. candidates in the ultimate year of required residence to submit thesis topics
August 3	Civic Holiday (offices closed, classes canceled)	October 31†	Final date for Senate oral examinations for Ph.D. degrees to be conferred at Fall Convocation
August 7	Last day of lectures, Summer Session	November	Fall Convocation (to be announced)
August 8-11	Examinations, Summer Session	November 1	Fees: if fees for the Regular Session remain unpaid as of this date, the student will be considered as having withdrawn
September 7	Labour Day (offices closed, classes canceled)	December 18	Last day of lectures before Christmas
September 19	Regular Session Registration, 9:30 a.m. to 12:30 p.m. and 1:30 p.m. to 4:30 p.m. (after-hours students only)		

<u>1971</u>		February 15	Application for Admission forms for the Summer Session available from this date on
January 5	Lectures resume		
January 8, 11, 12	Examinations in courses completed in the first half-year of the Regular Session	March 15	Final date for receiving Application for Admission forms for the 1971 Summer Session and for the 1971-72 Regular Session (daytime students only) <i>Note:</i> Applicants for the Regular Session are urged to submit applications by February 1, the date for receipt of Graduate Assistantship applications, since a considerable number of student places will have been awarded with the disposition of Graduate Assistantships
January 11	Courses for the second half-year of the Regular Session begin		
January 15*	Final date for students who hold dual registration as candidates for both the master's (except Phil.M.) and the Ph.D. degree to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year†		
January 15*	Final date for re-classification of Special Students to degree candidacy	April 1*	Final date for Ph.D. candidates in the penultimate year of residence to submit the field of research and the name of the supervisor (see also October 31)
January 15*	Final installment of M.A. and Ph.D. fees (without further notice)		
January 31*	Final date for submitting recommendations for degrees to be awarded by the Senate in February	April 9	Good Friday (offices closed, classes canceled)
		April 12	Easter Monday (offices closed, classes canceled)
February 1	Final date for submitting applications for Graduate Assistantships	April 16	Last day of lectures, Regular Session

April 19-23	Examinations, Regular Session	and second half-years of the 1971-72 Regular Session. Maximum enrollment may be reached in some classes before this date
May 6*	Final date for submitting recommendations for degrees to be awarded at Spring Convocation	
May 8†	Final date for Senate oral examinations for Ph.D. degrees to be conferred at Spring Convocation	* This is the School of Graduate Studies' final date. The information must be submitted to the Coordinator of Graduate Studies, OISE, at least one week before this date in order to allow for processing and forwarding to the School of Graduate Studies.
May 24	Victoria Day (offices closed, classes canceled)	
May 30- June 15	Spring Convocation	† Arrangements must be made through the Coordinator of Graduate Studies, OISE, at least six weeks before this date.
June 10	Final date for receiving Application for Admission forms for the 1971-72 Regular Session (after-hours students only); this applies to courses for both the first	‡ A Ph.D. candidate may be permitted to complete the M.A. degree later than mid-October only under very exceptional circumstances, and then only by prior agreement at the time of the candidate's acceptance.

The Board of Governors

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

(As of January 1, 1970)

Chairman:

H. PULLEN, *B.A., B.Paed., Ed.D., F.C.I.S., F.C.C.T.*

Vice-Chairman:

VERNON READY, *B.A.*

Members:

G. C. ANDREW, *M.A., D.C.L., D.Lett.*

J. H. M. ANDREWS, *M.A., Ph.D.*

M. CHAGNON, *B.Ph., M.A., L.Ph., Ph.D.*

REV. J. H. CONWAY, *O.M.I., M.A., F.O.T.F.*

A. CUMMINS, *B.A., M.Ed.*

D. F. DADSON, *B.A., B.Ed.*

T. H. EVANS, *M.Sc., Ph.D., F.C.I.C.*

G. E. FLOWER, *M.A., Ed.D., F.C.C.T.*

M. C. FRUMHARTZ, *B.A., A.M.*

J. W. FYFE, *M.D.*

R. P. GRAHAM, *M.A., A.M., Ph.D., F.C.I.C.*

ELISE GROSSBERG, *M.A.*

NORA HODGINS, *B.A., F.O.T.F.*

FLORENCE IRVINE, *B.A., M.Ed., F.O.T.F.*

R. W. B. JACKSON, *B.A., Ph.D., LL.D., F.R.S.S., F.C.P.*

J. F. KINLIN, *B.A., B.Paed.*

THE HONOURABLE MR. JUSTICE BORA LASKIN,
Q.C., M.A., LL.B., LL.M., LL.D., D.C.L., F.R.S.C.

J. D. MCNABB, *C.D., B.A., B.Ed., F.O.T.F.*

C. C. PITT, *B.Paed., M.A., Ph.D.*

K. F. PRUETER, *B.A., B.Paed., Ed.D.*

HENRI ROCQUE, *B.A.*

J. BASCOM ST. JOHN, *D.Litt.*

J. W. SINGLETON, *B.A., B.Ed.*

ERNEST SIRLUCK, *M.B.E., M.A., Ph.D., LL.D., F.R.S.C.*

E. STABLER, *M.A., Ed.D.*

T. G. WHITE, *D.D.S.*

J. R. W. WHITEHOUSE, *M.A., M.Ed.*

H. R. WILSON, *B.A., B.Paed.*

G. L. WOODRUFF, *B.A., B.Paed.*

M. ST. A. WOODSIDE, *M.A., LL.D.*

Administrative Officers

THE UNIVERSITY OF TORONTO

CLAUDE T. BISSELL, *Ph.D., D. ès L., D. Litt., LL.D., F.R.S.C.*

President

ERNEST SIRLUCK, *M.B.E., Ph.D., LL.D., F.R.S.C.*

Vice-President and Graduate Dean

JOHN H. SWORD, *M.A.*

Executive Vice-President (Academic)
and Provost

ROBIN ROSS, *M.B.E., M.A.*

Vice-President and Registrar

ROBERT H. BLACKBURN, *M.S., LL.D.*

Chief Librarian

SCHOOL OF GRADUATE STUDIES THE UNIVERSITY OF TORONTO

ERNEST SIRLUCK, *M.A., M.B.E., Ph.D., LL.D., F.R.S.C.*

Vice-President and Graduate Dean

J. S. DUPRÉ, *Ph.D.*

Associate Dean, Division II (including
Educational Theory)

KEITH YATES, *Ph.D., D.Phil.*

Assistant Dean

MILTON ISRAEL, *Ph.D.*

Assistant to the Dean

JEAN E. GORDON, *B.A.*

Secretary

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

ROBERT W. B. JACKSON, *Ph.D., LL.D., F.R.S.S., F.C.P.*

Director

JOHN H. M. ANDREWS, *Ph.D.*

Assistant Director

OFFICE OF THE COORDINATOR OF GRADUATE STUDIES

GEORGE E. FLOWER, *Ed.D., F.C.C.T.*

Coordinator of Graduate Studies
and Chairman, University of Toronto
Graduate Department of Educational
Theory

CLIFFORD C. PITT, *Ph.D.*

Assistant Coordinator of Graduate
Studies

J. GLENN SCOTT, *Ed.D.*

Associate Professor

W. G. FLEMING, *Ed.D.*

Professor

SABIR A. ALVI, *Ph.D.*

Associate Professor

DONALD H. BRUNDAGE, *Ed.D.*

Assistant Professor

MARGARET HAMBLY, *B.A.*

Administrative Assistant

PATRICIA A. BUITENHUIS

Administrative Assistant

OTHER ADMINISTRATIVE OFFICERS OF THE
INSTITUTE

KENNETH F. PRUETER, *Ed.D.*

Coordinator of Field Development

DAVID S. ABBEY, *Ph.D.*

Coordinator of Research and
Development Studies

Department Chairmen

J. ROBY KIDD, *Ed.D.*, *LL.D.*

Adult Education

JOHN C. WEISER, *Ed.D.*

Applied Psychology

LESLIE D. MCLEAN, *Ph.D.*

Computer Applications

RALPH GARRY, *Ph.D.*

Curriculum

T. BARR GREENFIELD, *Ph.D.*

Educational Administration

CICELY WATSON, *Ph.D.*

Educational Planning

CLIVE M. BECK, *Ph.D.*

History and Philosophy of Education

VINCENT R. D'OYLEY, *Ed.D.*

Measurement and Evaluation

JAN J. LOUBSER, *Ph.D.*

Sociology in Education

W. BRYAN DOCKRELL, *Ph.D.*

Special Education

Division Heads

JOHN R. MAIN, *B.Ed.*

Head, Editorial

W. BRYAN DOCKRELL, *Ph.D.*

Director, Educational Clinic

ALAN G. MARTIN, *C.A.*

Superintendent, Finance

BARRY L. BROOKS, *M.B.A.*

Superintendent, Internal Services

SHIRLEY K. WIGMORE, *M.L.S.*

Chief Librarian

Field Development Centre Heads

DAVID W. BRISON, *Ed.D.*

OISE Niagara Centre

HOWARD H. RUSSELL, *Ed.D.*

OISE Trent Valley Centre

ROBERT H. STINSON, *Ph.D.*

OISE Western Ontario Centre

ACADEMIC STAFF

Members of the academic staff as of January 1, 1970, are listed at the beginning of each departmental section and in the index on pages 143-9.

The Ontario Institute for Studies in Education

The Ontario Institute for Studies in Education is a relative newcomer to the educational scene. It was established in July 1965, by an Act of the Ontario Legislature, and is under an independent board of governors. Combined in an integrated structure within the Institute are the former departments of Educational Research and Graduate Studies of the University of Toronto's Ontario College of Education, and the Ontario Curriculum Institute.

OISE is chartered as a college, and one of its primary responsibilities, as expressed in the incorporating act, is to establish and conduct programs leading to graduate degrees in education. The activities of the Institute are considerably broader than that, however. It also functions as a research institute devoted to the scientific study of the theory and practice of education, and is centrally concerned with development; that is, with curriculum planning and materials, and with the dissemination of findings of educational studies and assistance in their implementation.

The establishment of the Institute thus represents a recognition of the need to bring to bear substantial resources of staff and finances on the solution of educational problems, and on the preparation of increased numbers of promising men and women for leadership posts in education.

Under the Agreement of Affiliation with the University of Toronto, the

programs, staff, and other resources of the University's Department of Educational Theory are provided substantially by the Institute, and its students are University of Toronto graduate students proceeding to University of Toronto degrees. Its programs emphasize theory and research, and their applications, in the various fields of education. These programs may also include offerings from other graduate departments of the University.

The Institute is organized internally into ten academic departments, each concerned with a particular field of education: Adult Education, Applied Psychology, Computer Applications, Curriculum, Educational Administration, Educational Planning, History and Philosophy of Education, Measurement and Evaluation, Sociology in Education, and Special Education. Specialized programs of graduate study offered in each of these departments are coordinated by the Office of the Coordinator of Graduate Studies. The facilities of the Institute enable advanced graduate students to be involved directly in research or development programs in their particular field of scholarly interest.

Graduate courses in education are offered both in the Regular Session and in the Summer Session. While it is possible to complete requirements for the degree of Master of Education through part-time study, varying periods of full-time study in regular sessions

are required for other degrees. Certainly full-time study toward any graduate degree is much to be preferred.

The Institute has grown very rapidly from its inception, and its staff now numbers about 650, including some 140 members of academic staff. In the 1969-70 academic year, full-time graduate students numbered almost 375, of whom more than 160 were doctoral

candidates; in addition, 900 part-time graduate students were registered, and 1,095 were enrolled in the 1969 Summer Session.

The overall goal of the Institute is to make a positive contribution to improvement in education; we believe that in the long run one of the most effective ways in which we can achieve this goal is through our graduates.

General Information

APPLICATION FOR ADMISSION

All candidates in graduate degree programs at The Ontario Institute for Studies in Education are registered as University of Toronto students in the Department of Educational Theory of the School of Graduate Studies of the University of Toronto. The Coordinator of Graduate Studies at the Institute is also the Chairman of the graduate Department of Educational Theory, University of Toronto. It is through the Office of the Coordinator of Graduate Studies, OISE, that admission and registration procedures are initiated.

Admission procedures deal with the question of whether or not an applicant may be admitted to a particular degree program, and under what conditions. Registration refers to procedures at the opening of a session, including payment of fees, enrollment in particular courses, etc. The sequence of steps involved in admission and registration is detailed below.

M.A. AND PH.D. CANDIDATES

1. For information and an assessment of admissibility to an M.A. or Ph.D. program, write directly to the Office of the Coordinator of Graduate Studies, OISE, 102 Bloor Street West, Toronto 5, Ontario, Canada, addressing this request,

according to the proposed field of specialization, to the advisor indicated below:

Professor Sabir A. Alvi

Applied Psychology
Measurement and Evaluation
Special Education

Professor Donald H. Brundage

Adult Education

Professor George E. Flower

Higher Education

Professor Clifford C. Pitt

Educational Planning
History and Philosophy of
Education
Sociology in Education

Professor J. Glenn Scott

Computer Applications
Curriculum
Educational Administration

2. Requests for evaluation of admissibility should be accompanied by the following:
 - (a) three copies of official transcripts, bearing marks attained, of all undergraduate and graduate study to date;
 - (b) where applicable, three copies of documents attesting to professional education, certification, and experience;
 - (c) a score on the Miller Analogies Test (both master's and doctoral candidates);
 - (d) a score on the Aptitude Test of the Graduate Record Examinations (doctoral candidates only);

- (e) two letters of reference to support the application; use forms entitled Letter to Support Application for Admission and/or Graduate Assistantship, obtainable from the advisors referred to under (1) above;
 - (f) a clear indication of the Institute department in which specialization is desired and of the degree program for which application is being made.
3. Many applicants for admission as full-time students may also be applying for a Graduate Assistantship (see page 12). Since the first step in considering applications for a Graduate Assistantship is an assessment of admissibility, it is not necessary to request such an assessment under (1) above in such cases.
 4. If the Institute is able to recommend the candidate, Application for Admission forms will be sent to him. These, together with an application fee of \$10 (Canadian funds), should be returned not to the Institute, but to:

The Secretary,
School of Graduate Studies,
University of Toronto,
65 St. George Street,
Toronto 5, Ontario,
Canada.
 5. On receipt of the completed Application for Admission forms, the School of Graduate Studies will forward them to the Institute for its recommendation.

6. The Institute then returns the Application for Admission forms to the School of Graduate Studies with its recommendation regarding admissibility. *Note that this is a recommendation only.*
7. If the School of Graduate Studies accepts the Institute's recommendation on admissibility, the candidate is sent a formal Letter of Acceptance indicating the degree program to which he has been admitted and any conditions involved.

Application for Admission forms for all degree programs must be submitted not later than March 15 for registration in both the 1970 Summer Session and the 1970-71 Regular Session, which starts in September. Applications received after March 15 will be considered only under very exceptional circumstances.

Note: Applicants for the Regular Session are urged to submit their applications by February 1, the date for receipt of Graduate Assistantship applications, since a considerable number of student places will be awarded with the disposition of Graduate Assistantships.

M.ED. CANDIDATES

In the case of *full-time* M.Ed. candidates only, applicants must follow the procedures detailed above under sections 1, 2, and 3 of the subheading *M.A. and Ph.D. Candidates*.

Application forms for admission or re-enrollment in all M.Ed. programs (or for re-enrollment in Ed.D. programs) will be available, after February 15, from the Office of the Coordinator of Graduate Studies at The Ontario Institute for Studies in Education, 102 Bloor Street West, Toronto 5, Ontario. Students should complete these forms and return them to the Institute's Office of Graduate Studies in time to arrive by the following deadlines:

March 15 for the 1970 Summer Session and the 1970-71 Regular Session: daytime students (but see "Note" at the end of the preceding section);

June 10 for the 1970-71 Regular Session: after-hours students (this date is absolutely final for courses taken in the second half-year, beginning in January, as well as for those taken in the first half-year).

See the requirements in departmental sections for possible further documentation necessary.

REGISTRATION

Final registration will take place as follows:

FOR THE 1970 SUMMER SESSION:

Monday, June 29; OISE, from 9:30 a.m. to 12:30 p.m. and from 1:30 p.m. to 4:30 p.m.

FOR THE 1970-71 REGULAR SESSION:

DAYTIME STUDENTS

Monday, September 21; OISE, at 10:00 a.m.

FOR THE 1970-71 REGULAR SESSION:

AFTER-HOURS STUDENTS

Saturday, September 19; OISE, from 9:30 a.m. to 12:30 p.m. and from 1:30 p.m. to 4:30 p.m.

STUDY IN SUMMER SESSION

February 14 to March 14 has been established as a period of advance enrollment for the Summer Session since enrollment in some classes is limited and since time must be allowed for preparatory reading. Soon after a student's application is accepted, he will be notified of the readings that are recommended for the course he has selected. It is the student's responsibility to complete such preparatory reading in advance of the necessarily concentrated Summer Session.

In addition to writing examinations, which will be held at the end of the six-week Summer Session, students will be required to complete and submit term work to their instructors in the Fall by the deadlines they set. Final grades will be mailed to students by the end of December.

Students may enroll for not more than two half-courses in any one Summer Session.

AFTER-HOURS CLASSES IN REGULAR SESSION

During the 1970-71 Regular Session it is anticipated that a number of courses will be offered in the late afternoon or evening.

Fully employed part-time students who are interested in after-hours classes are encouraged to enroll for only one of the above. One half-course constitutes one-sixth of a normal load for a full-time student, and any load greater than that for a fully employed person is likely to be extremely heavy. The difficulty is not merely one of class hours, but of required reading, independent study, and assignments. In exceptional cases, however, following full discussion with and specific approval by a student's faculty advisor, a fully employed student may be permitted to undertake two half-courses (or one full course) after hours during the Regular Session. However, if he is taking a half-course which is to be completed in one term, he may not take any other course during that term.

June 10 will be the last day for receiving applications for enrollment in these after-hours courses; this applies to courses for both the first and second half-year of the 1970-71 Regular Session.

NON-CREDIT SEMINARS AND CONFERENCES

In addition to formal programs of study, the Institute offers each year a considerable number of non-credit seminars and conferences on a wide variety of specialist themes. Opportunities are afforded to interested

graduate students to participate in these in various capacities.

STATUS OF STUDENTS ENROLLED UNDER EARLIER REGULATIONS

Programs and courses leading to University of Toronto graduate degrees in Education as described in this Bulletin represent substantial changes from programs and courses which have been offered in the Department of Educational Theory in earlier years. What of students who are already proceeding to degrees?

Students enrolled in a degree program in the 1965-66 regular academic session or earlier will be permitted to fulfill requirements for that degree as set forth in the bulletin *Programs Leading to Graduate Degrees in Education 1965-66*, published by the Ontario College of Education.

DEGREE OF DOCTOR OF EDUCATION

Students enrolled as Ed.D. candidates in the 1965-66 Regular Session or earlier may fulfill requirements for the degree under the regulations existing when they enrolled. No new candidates for this degree are currently being accepted.

THE MILLER ANALOGIES TEST

All full-time students whose mother tongue is English or who, having another native language, have taken

their undergraduate work in Canada (or the United States or any other English-speaking country) are required to submit Miller Analogies Test scores when applying for admission or financial assistance. Applicants for admission to the part-time program in some fields of specialization may also be required to submit MAT scores.

The Department of Measurement and Evaluation of OISE will administer this test on the dates given below. Application forms for permission to take this test can be obtained from the Graduate Studies Office, OISE, or from the MAT Officer, Department of Measurement and Evaluation, OISE, 94 Cumberland Street, Toronto 5, Ontario (telephone: 923-6641, ext. 489). These forms will be available four weeks before the date of each test. They should be completed and sent to the MAT Officer at least one week before the test date, although earlier submission is suggested.

A fee of \$5.25 is payable at the time of the test. Payment may be made in cash or by cheque or money order, payable to The Ontario Institute for Studies in Education.

Only those who have applied, or are planning to apply, for admission to The Ontario Institute for Studies in Education will be eligible to write the Miller Analogies Test at the following times:

1970		
January 14	Wednesday	2:00 p.m.
January 17	Saturday	2:00 p.m.
January 22	Thursday	6:15 p.m.
February 7	Saturday	2:00 p.m.
February 24	Tuesday	2:00 p.m.
March 7	Saturday	2:00 p.m.
March 25	Wednesday	2:00 p.m.
March 26	Thursday	2:00 p.m.
April 16	Thursday	6:15 p.m.
May 12	Tuesday	2:00 p.m.
July 14	Tuesday	9:30 a.m.
July 23	Thursday	2:00 p.m.
July 29	Wednesday	5:00 p.m.
October 3	Saturday	2:00 p.m.
December 2	Wednesday	2:00 p.m.
December 12	Saturday	2:00 p.m.

Applicants who are unable to be present on one of these dates may apply to Professor Mary Laurence, Department of Psychology, University of Toronto, Toronto 5, Ontario (telephone: 928-8810), for permission to take this test. The cost of writing this test at the University of Toronto is \$5.25 (subject to change).

Applicants not living in the Toronto area should contact the testing center of a nearby university, or write to the Psychological Corporation, 304 East 45th Street, New York, N.Y. 10017, for the address of the nearest testing center.

THE GRADUATE RECORD EXAMINATIONS

All doctoral candidates whose mother tongue is English or who, having another native language, have taken their undergraduate work in Canada (or the United States or any other English-speaking country) are required to submit scores on the Graduate Record Examinations Aptitude Test (Verbal and Quantitative) when making application for admission or financial assistance.

The Department of Measurement and Evaluation of OISE will administer this test on the dates given below. Application forms for permission to take this test can be obtained from the Graduate Studies Office, OISE, or from the GRE Officer, Department of Measurement and Evaluation, OISE, 94 Cumberland Street, Toronto 5, Ontario (telephone: 923-6641, ext. 489). These application forms will be available four weeks before the date of each test. They should be completed and sent to the GRE Officer at least one week before the test date, although earlier submission is suggested.

A fee of \$7.00 is payable at the time of the test. Payment may be made in cash or by cheque or money order, payable to The Ontario Institute for Studies in Education.

Only those who have applied, or are planning to apply, for admission to The Ontario Institute for Studies

in Education will be eligible to write the GRE at the following times:

1970

January 21	Wednesday	2:00 p.m.
February 14	Saturday	2:00 p.m.
July 16	Thursday	2:00 p.m.
October 22	Thursday	5:00 p.m.
December 5	Saturday	2:00 p.m.

Applicants living out of reach of the Metropolitan Toronto area should contact the testing center of a nearby university, or write to the Educational Testing Service, Princeton, New Jersey, U.S.A., for the address of the nearest testing center.

EXAMINATIONS AND GRADES

All examinations will be held in Toronto. Final examinations will be scheduled in August for the Summer Session and in January or April for the Regular Session, shortly after the conclusion of lectures. Examinations cannot be deferred to a later time. In case of inability to write an examination because of serious illness, a student should immediately notify the Office of the Coordinator of Graduate Studies; permission may then be granted to write the examination, without further fee, on a subsequent occasion when the course is offered. No student will be permitted to rewrite the examination in any course without attending the classes

in that course again and paying fees as if it were an additional course. If a student fails in a course which is considered by his department to be vital to the main content of his program, then he must repeat that course if he is to continue as a degree candidate. In the case of failure in other courses, a substitution may be permitted upon the recommendation of the Department of Educational Theory to the School of Graduate Studies.

Except for medical reasons or other exceptional circumstances, a student shall be considered to have failed a course if he withdraws from it after November 30, or after February 28 in the case of courses beginning in January.

Any student whose work is judged to be unsatisfactory by the Department of Educational Theory may be required to withdraw at any time. Grades in the University of Toronto School of Graduate Studies are assigned as follows:

A—75% and over

B—66 to 74% inclusive

C—60 to 65% inclusive (no degree credit)

F—below 60% (outright failure)

The grading practices of the Department of Educational Theory fall within the general framework of the University of Toronto School of Graduate Studies grading system, but have the following features:

(a) The grading system will have a primary classification consisting of A, B, C, and F. The following meaning is attached to each primary classification:

A—original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.

B—good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.

C—patchy work, some inaccuracy and confusion, clumsy application of techniques and principles, inadequate indications of the ability to assess and synthesize the most important features of topics, etc.

F—glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

(b) The instructor is asked to make secondary distinctions within the first two classes, A and B, by using + and - to signify a grading within each class from high to low, and will assign letter grades of A+, A, A-, B+, B, B-, C, or F.

(c) The letter grades assigned by the instructor are translated into the following numerical grades for

required reporting to the School of Graduate Studies:

A+	— 86
A	— 82
A-	— 78
B+	— 74
B	— 70
B-	— 66
C	— 62
F	— 52

TERM ASSIGNMENTS

If a student does not complete required term work in any course by the date set by the instructor, he will be regarded as having failed that course. In exceptional cases, however, an extension of time may be granted on application to the Coordinator of Graduate Studies.

FEES

Information concerning fees is contained in the Calendar of the School of Graduate Studies. All cheques must be certified, in Canadian funds, and made out to the University of Toronto. Fees should be sent to the Chief Accountant's Office, 215 Huron Street, Toronto 5. The fees which are detailed below are subject to change by the Board of Governors of the University of Toronto.

All Application for Admission forms must be accompanied by an application fee of \$10 in Canadian funds, payable to the University of

Toronto. Courses undertaken at another university and credited to a degree program here will not reduce the fees required.

FULL-TIME STUDENTS

The basic fee per academic year of full-time study is the same for all students — M.Ed., M.A., Ph.D., Ed.D., and Special Students — and is \$475 for men, \$455 for women. This fee is comprised of:

Academic fees	\$435
Health Service	\$ 10
Graduate Students' Union	\$ 10
Hart House (men only)	\$ 20

Full-time M.Ed. Students

In the case of M.Ed. students, the basic fee is divided into two parts, \$330 (men) or \$310 (women) for the Regular Session and \$150 (including a Student Activity Fee of \$5) for the Summer Session.

Full-time M.A., Ph.D., and Ed.D. Students

In the case of M.A. and Ph.D. students, if the degree program includes a Summer Session following the Regular Session, the basic fee is \$475 (men) or \$455 (women) for the Regular Session and \$60 plus applicable incidental fees for the Summer Session. If the degree program includes a Summer Session preceding the Regular Session, the basic fee is divided into two parts, \$115 (including a Student Activity Fee of \$5) for the Summer Session

and \$365 (men) or \$345 (women) for the Regular Session. However, if a preceding Summer Session is taken not as a part of the degree program proper but as additional work or to satisfy admission conditions, then the regular Summer Session fees will be assessed in addition to the basic fee of \$475 (men) or \$455 (women).

Dual Registration Fee for M.A. and Ph.D. Candidates

If a candidate's acceptance into the second year of a three-year Ph.D. program is contingent upon the completion of a University of Toronto M.A., and if all requirements for that degree have not been satisfied in time for the Fall Convocation, then the candidate must pay an additional fee of \$60 for dual registration. It is only under the most exceptional circumstances, and then only when prior arrangements have been agreed upon at the time of acceptance to a degree program, that a student will be allowed to complete the master's thesis after the final date for recommendations for degrees for the Fall Convocation without losing Ph.D. residence credit for the year.

Reregistration Fee for M.A. and Ph.D. Candidates

M.A. and Ph.D. candidates who have completed the required residence but who have not completed other requirements for the degree must reregister each year. The University year commences July 1. The

reregistration fee is \$60 plus any applicable incidental fees.

PART-TIME STUDENTS

Part-time Students: Daytime

One graduate course (including required incidental fees of \$20)	\$130
Each additional course	\$110
One half-course (including required incidental fees of \$10)	\$ 65

Part-time Students: After-hours

One graduate course, where admitted (including required incidental fees of \$20)	\$160
One half-course (including required incidental fees of \$10)	\$ 80

SUMMER SESSION STUDENTS

One half-course (including Student Activity Fee of \$5)	\$ 80
Two half-courses (including Student Activity Fee of \$5)	\$150

LATE PAYMENT FEE

A late payment fee of \$10 will be assessed against any student registered in the Regular Session whose fees are not received at the Chief Accountant's Office by September 26, plus \$1 per day of delay beyond that to a maximum of \$20. If fees remain unpaid as of November 1, the student will be considered as having withdrawn.

Any Summer Session M.Ed. student whose fees remain unpaid by July 9

will be considered as having withdrawn.

STUDENTS' ADMINISTRATIVE COUNCIL FEE

Membership on the Students' Administrative Council is optional for graduate students. The annual fee is \$12.

STAFF EXEMPTION

Students holding staff appointments (including Graduate Assistantships) may receive, on application at the time of paying fees, an exemption from fees payable during the Regular Session as follows:

	<i>Amount of Remuneration during Session</i>	<i>Amount of Exemption</i>
Full-time students paying full academic fees	\$250 to \$500 \$501 to \$1,000 over \$1,000	\$50 \$80 \$125
Part-time students	\$250 or more	\$10 per subject charged
Ph.D. candidates required to reregister after completion of residence requirements	\$250 or more	\$25

GRADUATE ASSISTANTSHIPS, FELLOWSHIPS, AND AWARDS

OISE FINANCIAL AWARDS FROM \$500 TO \$6,000

The Ontario Institute for Studies in Education is pleased to announce financial awards ranging from \$500 to \$6,000 to support programs of graduate study. Two types of awards are available to full-time students at OISE: fellowships, with no work requirement, ranging from \$1,000 to \$3,000 in increments of \$500; assistantships, with work

requirement, ranging from \$500 to \$3,000 in increments of \$500. Each \$500 of assistantship requires the equivalent of two and one-half hours work per week over forty weeks. Students may be awarded either a fellowship or an assistantship, or a combination of both.

The student must qualify for an award on the basis of academic ability and professional promise. The amount and type of award may vary with the student's financial need, the academic program, and the policies of his department.

For further information and

application forms, write the Office of the Coordinator of Graduate Studies, OISE, 102 Bloor Street West, Toronto 5, Ontario, addressing this request, according to the proposed field of specialization, to the appropriate advisor, indicated on page 3. Completed applications should be submitted before February 1, 1970.

CANADA COUNCIL AWARDS

Canada Council awards in the arts, humanities, and social sciences are available to graduate students attending any Canadian university. Among these are doctoral fellowships of up to \$3,500 for students in the early stages of a doctoral program and up to \$4,500 for students who have completed the first two years of such a program.

Application forms are available from the Awards Service, The Canada Council, 140 Wellington Street, Ottawa 4, Ontario. The closing date is generally December 15 for awards covering the following academic year.

FEDERATION OF WOMEN TEACHERS' ASSOCIATIONS OF ONTARIO FELLOWSHIPS — \$6,000

The Federation of Women Teachers' Associations of Ontario offers two fellowships of \$6,000 each for advanced graduate study in education. The first is to be held at the University of Toronto by a student working, preferably, at the doctoral level. The

second may be held at any university of the applicant's choice. Ordinarily, applicants must be members of the Federation of Women Teachers' Associations of Ontario, but other applicants with outstanding qualifications will be considered.

Further details and application forms are available from the Executive Secretary, Federation of Women Teachers' Associations of Ontario, 1260 Bay Street, Toronto 5. Applications must be submitted by February 1.

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION SCHOLARSHIPS — \$5,000

The Ontario English Catholic Teachers' Association offers two scholarships for graduate study in the amount of \$5,000 each. These awards are available to statutory or voluntary members in good standing with the Association.

Further details and application forms are available from the Executive Secretary, Ontario English Catholic Teachers' Association, 1260 Bay Street, Toronto 5. Applications must be submitted by January 15.

ONTARIO PUBLIC SCHOOL MEN TEACHERS' FEDERATION SCHOLARSHIPS — \$5,000

The Win Davies Memorial scholarships, two scholarships in the amount of \$5,000 each, are offered for graduate study in education.

Application forms are available

from the Secretary-Treasurer, Ontario Public School Men Teachers' Federation, 1260 Bay Street, Toronto 5. Applications must be submitted by January 31.

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION AWARDS

These awards, in amounts up to \$12,000, include the O.S.S.T.F. Scholarship for Educational Research, the Dr. S. G. B. Robinson Travelling Fellowship, the S. Hunter Henry Award, and the Ansley Memorial Award. The last two are granted only to O.S.S.T.F. members.

Further details and application forms are available from the General Secretary, Ontario Secondary School Teachers' Federation, 1260 Bay Street, Toronto 5. Applications must be submitted by February 15.

THE WILLIAM PAKENHAM FELLOWSHIP—\$2,000

This award is open to experienced teachers resident in Ontario. Letters of application should be addressed to the Registrar, The College of Education, University of Toronto, 371 Bloor Street West, Toronto 5.

UNIVERSITY OF TORONTO OPEN FELLOWSHIPS

University of Toronto Open Fellowships are available in amounts up to \$4,000. A number of highly qualified students will be selected by

the Department of Educational Theory for recommendation to the School of Graduate Studies for the university-wide competition.

UNIVERSITY OF TORONTO POSTDOCTORAL FELLOWSHIPS

A number of postdoctoral fellowships are awarded annually by the University of Toronto to candidates wishing to conduct research in any area of the humanities, or the social, physical, or biological sciences.

Application forms can be secured from the Secretary of the School of Graduate Studies, 65 St. George Street, Toronto 5. Completed application forms must be filed not later than January 1.

LIBRARY

The Institute Library houses a large collection specializing in education, with growing strength in related social sciences. Extensive reference materials and some 2200 serial titles are available.

Special display centers for audio-visual materials and curriculum resources are being developed. These include equipment for viewing and listening.

Coin-operated photocopiers, microform reader-printers, typewriters, and calculators are available. A number of unassigned carrels and reading spaces are provided.

The staff is prepared to acquaint students with all services and to consult with them in regard to their information needs for particular projects.

The resources and services of the University of Toronto library are, of course, also available to graduate students in Educational Theory.

EDUCATIONAL CLINIC

The Educational Clinic provides a controlled laboratory setting for studies of children. There are facilities for observing and recording the behavior of children, individually, in groups, alone, or in interaction with adults. These facilities include observation booths, audio and video recording equipment, an eye-movement camera, and a polygraph. The clinic is used for research (for example, the study of the reaction of children with specific learning disabilities to individually prescribed instruction), for development (for example, the preparation of remedial instructional techniques in reading for use in schools), and for teaching purposes (for example, the training of counselors). The Educational Clinic also maintains a mobile unit provided with comprehensive observational and recording equipment.

COMPUTER FACILITIES

Staff and students of OISE have access to the following computers: IBM 1130; IBM/360, model 50;

IBM/360, model 65; IBM 7094 II; UNIVAC 1108; GE 235, PDP-10 via teletype terminals.

A collection of statistical programs is available for data analysis. Programmers are available for consultation on computer usage and will write programs for computer users at standard OISE charge-back rates. In addition, the Department of Computer Applications has a PDP-9 computer, on which a variety of sophisticated computing operations can be performed, and a time-shared PDP-8 for research and development in the area of student programming and computer-based instruction.

EDITORIAL DIVISION

The Editorial Division edits, produces, and promotes Institute publications. All manuscripts are submitted to the Editorial Division, which is responsible to the Editorial Board. The Division also provides editorial assistance to staff and students, who can obtain information on OISE style, spelling, format, printing methods, and materials.

THE CAREER COUNSELLING AND PLACEMENT CENTRE

The Career Counselling and Placement Centre at 581 Spadina Avenue is an organization for individual career and vocational

counseling. It will assist the student in securing summer or temporary employment, arrange for interviews with possible employers, and provide information about employment openings further afield. All students should feel free to use the confidential procedures of the department and to discuss their employment problems. A new activity of the Career Counselling and Placement Centre is the Graduate Students' Appointments Registry. The Registry accumulates graduate student files which contain copies of essential documents; these are made available to universities at the request of applicants seeking appointment to such institutions. Students wishing to use the Career Counselling and Placement Centre are urged to make arrangements quite early in the academic year.

LIVING ACCOMMODATION

REGULAR SESSION

Residence accommodation is very limited at the University of Toronto and it is therefore the custom to give preference to undergraduates. Several residences, however, are still open to a limited number of graduate students during the Regular Session. The fees for room and board are

approximately \$1000. Most of the men's and women's residences have donships for which graduate students may apply.

Information concerning rooms and apartments in private homes near the University may be obtained from the University Housing Service office, University of Toronto. While off-campus housing of this nature is not subject to University regulation, every effort is taken to make information on accommodation listed as complete as possible. Rents vary considerably depending upon the quality of the accommodation and its location.

SUMMER SESSION

Many more residence spaces are available to graduate students during the summer months. Meal services are discontinued at most residences at the close of the Regular Session in May. However, meals are still served through the Summer Session at Hart House and at New College; all students are entitled to be admitted at nominal rates.

The following are the residences that offer limited accommodation to graduate students during the Regular Session. Those marked with an * are open all year. Those marked with a † are open during the summer only.

(a) Men

<i>Residence</i>	<i>Address</i>	<i>Apply to:</i>
Devonshire House	3 Devonshire Place	Dean of Men
Knox College*	59 St. George Street	Principal
Trinity College*	Hoskin Avenue	Dean of Men
Victoria College*	73 Queen's Park Cr. East	Senior Tutor
Wycliffe College	Hoskin Avenue	Dean of Residence
St. George Graduate Residence*	321 Bloor Street West	Dean of Men
New College†	21 Classic Avenue	Dean of Men
Sir Daniel Wilson Residence†	73 St. George Street	Dean of Men

(b) Women

<i>Residence</i>	<i>Address</i>	<i>Apply to:</i>
University College	85 St. George Street	Dean of Women
St. George Graduate Residence*	321 Bloor Street West	Dean of Women
New College†	40 Willcocks Street	Dean of Women
Whitney Hall†	85 St. George Street	Dean of Women

(c) Married Students' Accommodation; Co-operative Residences

<i>Residence</i>	<i>Address</i>	<i>Apply to:</i>
Charles-Yonge Married Student Apartments*	30 Charles Street West, 35 Charles Street West	University Housing Service, 49 St. George Street
Campus Co-operative Residence, Inc.*	395 Huron Street	395 Huron Street
Rochdale College*	341 Bloor Street West	395 Huron Street
Tartu	310 Bloor Street West	310 Bloor Street West

Note: All university residences listed above are in the Toronto 5 postal zone.

HEALTH SERVICE

The University of Toronto Health Service, located at 256 Huron Street, provides extensive medical care to all students through both clinical and infirmary services. Psychiatric advice is also available to students through the University Health Service, Psychiatric Division, at 2 Bancroft Avenue.

Any graduate student not domiciled in Canada must submit a certificate of freedom from disease; included must be certification of freedom from tuberculosis as demonstrated by an X-ray film of his chest. He must also complete his medical examination by the Health Service within one month of registration.

OVERSEAS STUDENTS

In a typical year graduate students in education will be registered from most if not all of Canada's ten provinces, and from twenty-five or thirty countries overseas. A special effort is made to welcome students from overseas, and to meet their special needs. On the one hand it profits the Canadian student in no small measure to have an opportunity to work, formally and informally, with officials in education from other countries. On the other, we consider it an honour and an obligation, in a world so rapidly decreasing in

size, to make our resources available, insofar as we can, to appropriate overseas students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, overseas students are encouraged to select topics which will permit them to explore systematically the possible implications which the concepts under discussion have for their home situation. Each year periodic tours of various institutions and activities in education on the Ontario scene are also arranged; students avail themselves of those parts of this program which are of particular interest to them. For overseas students especially, this can provide a most useful supplement to their formal studies.

Dr. D. H. Brundage and Mrs. D. L. McCaw in the Office of the Coordinator of Graduate Studies, OISE, serve as special advisors to overseas students. They would be very happy to provide information regarding customs regulations, accommodation, the cost of living, medical and hospital insurance, financial aid, and any other questions that may arise.

There is also an active International Student Centre on the University of Toronto campus, at 33 St. George Street. Inquiries should be addressed to Mrs. R. G. Riddell, Director.

GRADUATE STUDENTS’
ASSOCIATION

All OISE students are members of the Graduate Students’ Association, which exists to promote the best interests of students and to present a

student voice in the councils of the Institute. Students wishing to take advantage of the learning experience that active participation in G.S.A. affairs provides are invited to call in at the Association’s office in the Institute.

General Requirements for Degrees

The Ontario Institute for Studies in Education conducts, under the School of Graduate Studies of the University of Toronto, programs leading to the graduate degrees of Master of Education, Doctor of Education, Master of Arts, Master of Philosophy, and Doctor of Philosophy. Members of the academic staff of the Institute, together with professors from various departments of the University, constitute the Department of Educational Theory of the School of Graduate Studies. Students are registered, through this Department, in the School of Graduate Studies of the University of Toronto.

All graduate degree programs are subject to the regulations of the School of Graduate Studies. What follows is an expansion of those regulations, outlining the general course requirements for the various graduate degree programs as they apply in the Department of Educational Theory. While the general course requirements for each degree program are given below, it should be noted that individual internal departments within the Department of Educational Theory may have additional requirements. It should be remarked that the requirements set forth are minimal; the candidate will be required to undertake whatever additional studies the Department of

Educational Theory considers necessary.

For detailed instructions regarding application and registration procedures, see pages 3 to 6.

COURSES OF INSTRUCTION

Courses of instruction are numbered according to the particular department of the Institute with which they are primarily identified. Most are offered as half-courses, shown by an X following the course number, e.g., 1701X. A full course is indicated if the course number is not followed by an X. The first two digits designate the department; for example the 17 in 1701X and the 37 in 3706X refer to the Department of Educational Planning.

Two half-courses constitute a full-time program in the Summer Session; six half-courses ordinarily constitute a full-time program in the Regular Session. Each half-course generally meets for one and one-half class hours weekly throughout the entire Regular Session, or for three hours weekly when the course is concentrated in the first or second half of the Regular Session. A full course meets for three class hours each week throughout the entire Regular Session. In the Summer Session, each half-course meets for one and one-half hours daily, Mondays through Fridays.

SPECIAL PURPOSE AND INTERDEPARTMENTAL PROGRAMS IN EDUCATIONAL THEORY

In most cases the student will find a program suited to his particular needs and interests within the extensive range of specialized degree programs, which are detailed in the departmental sections of this Bulletin. In addition, however, there are several arrangements designed to provide still greater flexibility for the individual student in meeting his special needs within the total context of Educational Theory.

Specialized degree programs include some freedom for the student to work out, with his advisor, an individualized program around the particular scholarly interest or problem area of central concern to him. Specialized degree programs include options that may be taken in other departments.

A highly individualized program may be developed at the M.Ed. level, under the Master of Education for Special Purposes degree (see page 24).

Specially arranged interdepartmental programs in Educational Theory, for individual students at the M.A. and Ph.D. levels, are being developed among certain departments including Applied Psychology, Curriculum, History and Philosophy of Education, and Sociology in Education. Generally speaking, the same number of courses would be

required as that in a regular degree program. Applicants who wish to explore this possibility should write directly to the chairman of the major department concerned.

MASTER OF EDUCATION

This degree is designed chiefly for the professional improvement of men and women who are already engaged in a career in professional education. For many candidates it will represent a terminal point of formal graduate study, though some may subsequently proceed to study at the doctoral level after satisfying additional requirements.

ADMISSION REQUIREMENTS

(a) A Bachelor of Arts degree from the University of Toronto, either Honours or General, or an equivalent degree, completed with second class standing or better in the final year and acceptable to the Department of Educational Theory. Depending on the make-up of the degree, and the student's intended field of specialization at the master's level, some prerequisite study may be required.

(b) A year of professional education for teaching, or the equivalent. An applicant who has not had professional education for teaching may be accepted into a ten half-course program in certain areas of study instead of the normal eight half-course program.

- (c) At least one year of successful professional experience in education.
- (d) A promising score on the Miller Analogies Test, filed at the time of application. See page 6 for particulars.

PROGRAM OF STUDY

Eight half-courses, selected in accordance with the requirements for one or another of the several M.Ed. programs as described in the various departmental sections which follow. Where appropriate to a student's program, a full course in some other graduate department of the University may be included as two of the eight half-courses.

Each applicant must declare his intended field of specialization at the time of application. Upon admission he will be assigned to a faculty advisor for that particular field, who will assist him in blocking out an appropriate program of study. While a student may change his field of specialization en route to the degree, such changes may result in a lengthened program.

The M.Ed. program does not include a thesis. Full-time study, though desirable, is not required. A full-time student could complete the requirements for the M.Ed. in one academic year and one summer; fully employed part-time students are permitted to enroll for up to two half-courses in each Summer Session,

and one half-course (or, in exceptional cases, two half-courses) in each Regular Session.

Ordinarily no courses which were completed more than six calendar years earlier than the date of the degree may be credited toward the degree. If a candidate does not complete requirements for the degree within six calendar years from his acceptance to candidacy, his candidacy will lapse.

Applicants who have credit for graduate courses in education at another university beyond that which is required for admission as an M.Ed. candidate may be granted advanced standing for up to two half-courses in their M.Ed. program, provided those courses were not credited toward another degree. Similarly it is possible in the individual case, with the prior approval of the student's faculty advisor and the Coordinator of Graduate Studies, to plan an M.Ed. program in such a way that the equivalent of up to two half-courses of the required work may be undertaken at another university. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here, namely, one-eighth or one-quarter.

Courses taken at another university and credited to a degree program here will not reduce the fees required.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

It is anticipated that most M.Ed. candidates will be enrolled in one or another of the several specialized programs outlined in the pages that follow. The professional interests and needs of some students, however, may not correspond to the purposes and plans of study of any of those programs. Such students may, in effect, be seeking a highly individualized program of planned graduate study in education.

Such persons may apply for admission to candidacy for the M.Ed. for Special Purposes. They will be required to name the field in which their interests mainly lie, and will be assigned to an appropriate faculty advisor. With him they will work out a suitable program of eight half-courses.

To provide some measure of concentration, if not specialization, three of the eight half-courses ordinarily will be drawn from a single field. But the student, with his advisor, will be free to organize a highly individualized program suited to his particular needs and interests.

MASTER OF ARTS

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students

who anticipate going on to further study at the doctoral level are advised to apply for enrollment in an M.A. program rather than in an M.Ed. program.

ADMISSION REQUIREMENTS

The ordinary requirements for admission to a one-year M.A. program as outlined under *Program of Study* below are:

- (a) An Honours Bachelor of Arts degree from the University of Toronto, or an equivalent degree, with second class standing or better in the final year.
- (b) A year of professional education for teaching, or the equivalent.
- (c) At least one year of successful professional experience in education.
- (d) A promising score on the Miller Analogies Test, filed at the time of application. See page 6.

Applicants with qualifications as above, except that their undergraduate degree is a University of Toronto General degree or equivalent rather than an Honours degree, may be admitted to an M.A. program extended to include a partial prerequisite year. Ordinarily this additional study will consist of the equivalent of two-thirds of a year of course work, prescribed in the light of the student's background in relation to his field of specialization. Such courses may be undergraduate or graduate. They may be undertaken as

a part-time student. Depending on the course content of the degree and the student's intended field of specialization at the master's level, some prerequisite study may be required.

In some fields of specialization an applicant with an Honours degree or equivalent, with first or second class standing in the final year, may be admitted without professional education for teaching or professional experience in education, providing the degree was in a field directly relevant to the intended field of specialization. In such cases some additional course work in Educational Theory may be prescribed.

PROGRAM OF STUDY

Each applicant must declare his intended field of specialization at the time of application. Upon admission he will be assigned to a faculty advisor for that particular field, who will assist him in blocking out an appropriate program of study. While in some fields of specialization additional requirements have been established, the general requirements for the M.A. in the Department of Educational Theory are as follows:

(a) One academic year of full-time resident study. Prerequisite work, where required, may be taken part-time. In the case of the extended course program for applicants holding

a General degree or equivalent, the program may be spread over two Summer Sessions and the intervening academic year if all prerequisite work has not been completed before the academic year of full-time study.

(b) Six half-courses, selected in accordance with requirements in the particular field of specialization. Where appropriate to a student's program, a full course in some other graduate department of the University may be included as two of the six half-courses.

(c) A thesis.

All requirements for the M.A. degree must be completed satisfactorily within five years from first enrollment in the M.A. year itself. Authorized time spent satisfying prerequisite requirements will not be counted as part of the five-year period. This regulation became effective with candidates enrolling for the first time in the 1967-68 session.

Applicants who have credit for graduate courses at another university beyond what is required for admission as an M.A. candidate, provided those courses were not credited toward another degree, may be granted advanced standing for up to two half-courses in their M.A. program. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here. Advanced standing, if granted, will not reduce the fees.

MASTER OF PHILOSOPHY

Individual candidates may be accepted under regulations set forth in the Calendar of the School of Graduate Studies.

DOCTOR OF PHILOSOPHY

This degree, the highest earned degree of the University of Toronto, is designed to provide opportunities for advanced study in the theoretical foundations of education as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the Calendar of the School of Graduate Studies. What follows is an expansion of those regulations, as they apply in the Department of Educational Theory.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of specialization see the descriptions in the various departmental sections of this Bulletin.

The Ph.D. requires a minimum of three years of study. Credit for the first year may be given for the University of Toronto M.A. or equivalent, with high standing. Ordinarily, a student with Ph.D. candidacy in mind will first undertake an M.A. in the same field of specialization.

ADMISSION REQUIREMENTS

(a) The University of Toronto Honours B.A. or equivalent, with high standing, for admission to the first year of the Ph.D. program, or the University of Toronto M.A. in Educational Theory or equivalent, with high standing, for admission to the second year of the Ph.D. program. Ordinarily the M.A. will have been in the field of education in which the student proposes to pursue a Ph.D. program.

If a candidate's acceptance into the second year of a three-year Ph.D. program is contingent upon the completion of an M. A. degree, this condition must be satisfied by mid-October. Under very exceptional circumstances, and then only by prior agreement at the time of the candidate's acceptance to a degree program, a candidate will be permitted to complete a University of Toronto M.A. later than mid-October but not later than mid-January. In such an event, the candidate must hold dual registration for the M.A. and Ph.D. degrees. (See the section on fees, page 10.) Under no circumstances will a candidate be permitted to hold dual registration after January 15.

(b) Promising scores on the Miller Analogies Test and the Aptitude Test of the Graduate Record Examinations. These must be filed at the time of application. See pages 6 and 8 for particulars.

(c) Further evidence of scholarly proficiency satisfactory to the Department of Educational Theory and advisors in the particular field of specialization. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in a position to judge the applicant's scholarly professional potential.

(d) The holder of the University of Toronto M.Ed. with high standing may be admitted to Ph.D. candidacy following a period of pre-doctoral study under the direction of an advisor in his intended field of specialization. The nature and duration of such pre-doctoral study will vary according to the background and experience of the individual student, but will be such that it, plus the M.Ed. already completed, will be equivalent in depth and breadth to that which the student would have completed had he undertaken an M.A. program in the same field. Normally, this pre-doctoral study will include such course work and research training as may be required to lead to the completion of an independent research project acceptable to the Department of Educational Theory. It is possible for such pre-doctoral study to be completed through summer and other part-time study.

PROGRAM OF STUDY

Each applicant must declare his field of specialization at the time of application. Upon admission he will be assigned to a faculty advisor who will assist him in blocking out an appropriate program of study. While in some fields of specialization additional requirements have been established, the general requirements for the Ph.D. in the Department of Educational Theory are as follows:

- (a) Two academic years of full-time resident study beyond the University of Toronto M.A. or equivalent.
- (b) A major subject (normally four half-courses or equivalent) in the student's field of specialization.
- (c) Two minor subjects (normally two half-courses each, or equivalent), one of which must ordinarily be taken in another graduate department of the University. Under certain conditions, a maximum of one minor subject may be credited to the Ph.D. on the basis of M.A. or other graduate studies completed.
- (d) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Department of Educational Theory. The thesis must constitute a significant contribution to the knowledge of the field of study. The student must declare the field of research for his thesis

for approval of the Department of Educational Theory as early as possible in the first year of study beyond the M.A. The precise topic must be submitted by October 10 of the final year of required residence to the Office of the Coordinator of Graduate Studies, OISE, which in turn submits it to the School of Graduate Studies by October 31. If this has not been done by the required date, that academic year cannot be counted for residence credit.

(e) A final University of Toronto Senate oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defense by the candidate.

(f) Where necessary, the thesis committee may require a language skill for the purpose of research in a particular area, or the knowledge of statistics and the use of computers may be required. There may or may not be formal testing of these skills; in any event, the quality of the

completed thesis will reflect the successful acquisition of them.

(g) All requirements for the Ph.D. must be completed within six years from first enrollment as a Ph.D. candidate, or seven years when advanced standing has not been granted for the M.A. or equivalent.

DOCTOR OF EDUCATION

Regulations for the degree of Doctor of Education appear on pages 25-26 of the Calendar of the School of Graduate Studies for 1969-70.

No new candidates for this degree are currently being accepted. Persons wishing to pursue doctoral study in the field of education should apply for admission to Ph.D. candidacy in the Department of Educational Theory.

Note: It should be noted that graduate degrees in educational theory at OISE do not carry with them certification for teaching in Ontario.



Department of Adult Education

J. ROBY KIDD, Ed.D. (Columbia), LL.D.
(British Columbia), LL.D. (Sir George
Williams)
Professor and Chairman of the
Department

DAVID S. ABBEY, Ph.D. (Toronto)
Associate Professor and Coordinator
of Research and Development
Studies, OISE

DONALD H. BRUNDAGE, Ed.D. (Columbia)
Assistant Professor, cross-appointed
from the Office of the Coordinator of
Graduate Studies

JAMES A. DRAPER, Ph.D. (Wisconsin)
Associate Professor

M. DORMER ELLIS, Ed.D. (Toronto)
Associate Professor, cross-appointed
from the Office of Field Development

M. JOSEPHINE FLAHERTY, Ph.D. (Toronto)
Assistant Professor

VIRGINIA R. GRIFFIN, M.A. (Maryland)
Lecturer

ROBIN S. HARRIS, Ph.D. (Michigan)
Principal of Innis College and
Professor of Higher Education,
University of Toronto, cross-appointed
to Adult Education

NORMAN H. HIGH, Ph.D. (Cornell)
Professor

ROBERT M. LAXER, Ph.D. (Toronto)
Professor, cross-appointed from
Applied Psychology

EDWARD F. SHEFFIELD, Ed. D. (New York),
F.C.I.S., F.R.C.G.S.
Professor of Higher Education,
University of Toronto, cross-appointed
to Adult Education

ALLEN M. TOUGH, Ph.D. (Chicago)
Associate Professor

TREVOR J. WIGNEY, Ed.M. (Harvard)
Lecturer

ASSOCIATED INSTRUCTORS:

KENNETH N. BECK, Ph.D. (Chicago)
Assistant Director of Education,
Ontario Department of Correctional
Services

LAWRENCE A. BEECH, Ph.D. (Boston)
Assistant Professor of Psychology and
Coordinator of Counseling Services,
Glendon Campus, University of
Toronto

ALAN M. THOMAS, Ph.D. (Columbia)
Director, Canadian Association
for Adult Education

PROGRAMS OF SPECIALIZATION

Programs of specialized study in Adult Education are available at the master's and doctoral levels. They are designed to further the competence of men and women whose professional interests include teaching, counseling, administration, or research in programs of education or training for adults. They can also be designed for persons involved in training and manpower development in business, industry, government, and other organizations. Students come from a variety of agencies and several countries.

Each student's program of specialized study is worked out with his advisor on an individual basis in keeping with the student's background and interests. In addition

to courses in the Department of Adult Education, the student's program may include courses offered by other departments within the Institute and at the University of Toronto.

A special certificate program is also offered in the Department of Adult Education. Further information about any of the programs may be obtained from the Department of Adult Education.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

The normal Master of Education program with specialization in Adult Education consists of ten half-courses. However, students who have completed one year of professional education for teaching, or the equivalent, are required to take only eight half-courses.

The student's program includes at least three half-courses in Adult Education. Additional electives are selected in consultation with the student's advisor. These normal requirements may be modified to suit the student's particular interests and needs.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION AND COUNSELING

The purpose of this program is to help meet the need for well-prepared counselors in the colleges of applied

arts and technology in Ontario and in similar institutions. This program is offered jointly by the Departments of Adult Education and Applied Psychology.

For additional information, see the Department of Applied Psychology.

MASTER OF ARTS WITH SPECIALIZATION IN ADULT EDUCATION

In addition to the master's thesis, the student's program of six half-courses usually includes the following:

N1102X Research Seminar in Adult Education
(non-credit)

At least three other half-courses in Adult Education.

One appropriate half-course in statistics and research design.

These normal requirements may be modified to suit the student's particular interests and needs.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN ADULT EDUCATION

Regulations governing the Ph.D. program are outlined on pages 26 to 28.

The major in Adult Education normally consists of N3102X (Research Seminar in Adult Education: Doctoral Level) and four other half-courses in Adult Education, one of which may be a 3152X course in the field of the dissertation. One of

the two minors required may consist of half-courses in statistics and research design, which are needed to support the proposed research project. This normal program may be modified, however, to suit a student's particular interests and needs.

COURSES

A course is identified with this Department when the first two digits in the course number are 11 or 31. See also course listings under Higher Education.

1100X OUTLINE OF ADULT EDUCATION

A review of the entire field of adult education in Canada, including historical and contemporary programs, practices, and agencies. Current philosophical and social issues in the practice of adult education.

(D. H. Brundage, Summer Session and Regular Session)

1101X PROGRAM PLANNING AND APPRAISAL IN ADULT EDUCATION

Basic concepts, principles, processes, and issues in program planning and curriculum development in the wide variety of adult education settings. Emphasis on skills of critical analysis, creation, and implementation of alternative models of planning strategies, objectives, and program appraisals.

(V. R. Griffin, Summer Session and Regular Session)

N1102X RESEARCH SEMINAR IN ADULT EDUCATION: MASTER'S LEVEL

A non-credit seminar for students preparing a master's thesis in Adult Education. An examination of research problems in adult education. Discussion of selected research projects, including those on which students are working.

(M. J. Flaherty, Regular Session)

1105X COMMUNITY EDUCATION AND DEVELOPMENT

Issues and concepts relating to community development, literacy, basic education, innovation, and social change, together with their historical development. Theory and concepts in Canada and abroad; the problems of under-educated adults; methods, evaluation, and training in community development; the role of various agencies, governmental and non-governmental, in development. (J. A. Draper, Summer Session and Regular Session)

1106X SMALL GROUP EXPERIENCE AND THEORY

An experimental course within a small group setting, involving emphases on intrapersonal awareness, interpersonal communication skills, group process, and applications to the education of adults.

Prerequisite: Permission of the instructor.

(Staff, Summer Session and Regular Session)

1108X INDIVIDUAL ADULT LEARNING

An examination of the wide array of deliberate adult learning that occurs outside of groups and schools. This phenomenon includes non-credit learning efforts that are self-directed, object-directed, or person-directed. A detailed course description should be obtained from the instructor's secretary.

(A. M. Tough, Regular Session)

1109X PARENTAL EDUCATION FOR FAMILY LIVING

An examination of the family as it functions as an educational unit in society, a study of the dynamics of family living in relation to the school system, and the planning of programs for education in family living.

(D. H. Brundage, Summer Session and Regular Session)

1110X TEACHING IN ADULT EDUCATION

An exploration of theory and research concerning models, methods, and techniques of teacher-learner interaction in adult education.

Technological innovations for facilitating learning will also be evaluated.

(Staff, Summer Session and Regular Session)

1113X THE MATURATION PROCESS AND ADULT LEARNING

A study of adult learning, which is derived from research in several

social science disciplines. Special emphasis is placed on the changing needs and capacities of adults for learning throughout their life span and on optimal learning environments for adults. Applications for practitioners in adult education are made. The content of course 1113X supplements course 1110X.

(Staff, Summer Session and Regular Session)

1114X COMPARATIVE STUDIES IN ADULT EDUCATION: PART I

An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, it provides an introduction to the field of comparative studies, and it considers educational systems in several countries.

(J. R. Kidd, Summer Session and Regular Session)

1115X COMPARATIVE STUDIES IN ADULT EDUCATION: PART II

See description under 1114X. Students will apply comparative methods to a range of adult educational problems in a number of selected countries.

Prerequisite: Completion of 1114X and permission of the instructor.
(J. R. Kidd, Regular Session)

**1119X COUNSELING SERVICES IN
POST-SECONDARY AND ADULT
TRAINING SETTINGS**

A course for students in the program for the degree of Master of Education with specialization in Adult Education and Counseling.

Among the topics proposed for examination (to be decided after meeting with students enrolled) are: the university or college and society; issues in post-secondary education; role of faculty, students, and administration; student participation and activism; relation of counselor to student; confidentiality and records; relation of faculty advising to counseling; relation of counselor to faculty and administration; group counseling; and group activities.

Students will be asked to undertake a project with one of the colleges.

Prerequisites: 1106X, 1113X, 1120X, 1202X, 1203X, 1266X, and permission of the instructor.
(R. M. Laxer, Regular Session)

**1120X FOUNDATIONS OF ADULT
COUNSELING**

An introductory course that explores the general concepts of counseling. It is designed for general practitioners in adult education and for students specializing in adult counseling.

Prerequisite: Permission of the instructor.
(Staff, Summer Session and Regular Session)

**1123X SEMINAR: EDUCATIONAL
APPLICATIONS OF THE
PSYCHOLOGY OF COMMUNICATION**

Language and perception, linguistics and language learning, semantics, non-verbal communication, mass media, measuring effectiveness of communications.

Prerequisite: Permission of the instructor.
(D. S. Abbey, Regular Session)

1125X ADULT BASIC EDUCATION

An examination of the issues of adult education in Canada and abroad. The research, methodology, and literature relating to this area of adult education. The relationship of adult literacy and basic education to poverty, community education, and development. In addition, the teaching of English and French as second languages to New Canadians is discussed.

(J. A. Draper, Summer Session and Regular Session)

**1125X INDIVIDUAL READING AND
RESEARCH IN ADULT EDUCATION:
MASTER'S LEVEL**

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic.

**3102X RESEARCH SEMINAR IN ADULT
EDUCATION: DOCTORAL LEVEL**

For Ph.D. students in Adult Education who intend to select or design a thesis project during 1970-71. The student may seek helpful reactions and suggestions from the group at various stages of his thinking and planning.

(A. M. Tough, Regular Session)

**3107X SOCIAL FOUNDATIONS OF ADULT
EDUCATION**

Social forces bearing upon the need for, and content of, adult education. A theoretical framework for the provision of education throughout the life of the individual in a rapidly changing, increasingly complex society.

(Staff, Regular Session)

**3111 PSYCHOLOGICAL DEVELOPMENT
DURING ADULTHOOD**

A seminar to examine factors involved in the physical and mental development of adults and the problems encountered at various stages of adulthood. Motivations, interests, developmental tasks, career patterns, and family problems of

adults; biological, social, and emotional changes during adulthood; adult intelligence and ability; and implications for the educator and counselor of adults are examined.

Prerequisite: Permission of the instructor.

(M. J. Flaherty, Regular Session)

**3152X INDIVIDUAL READING AND
RESEARCH IN ADULT EDUCATION:
DOCTORAL LEVEL**

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic.

The following course might also be of interest to students in Adult Education:

**1409X EDUCATION, RADICAL CULTURE,
AND SELF-HELP: THE HISTORICAL
SETTING OF ADULT EDUCATION**

(See full course description, Department of History and Philosophy of Education, page 103.)



Department of Applied Psychology

JOHN C. WEISER, *Ed.D. (Missouri)*
*Associate Professor and Chairman of
the Department*

DAVID HUNT, *Ph.D. (Ohio State)*
*Professor and Associate Chairman of
the Department*

SHMUEL M. AVITAL, *Ed.D. (Toronto)*
*Associate Professor, cross-appointed
from Measurement and Evaluation*

CARL BEREITER, *Ph.D. (Wisconsin)*
*Professor, cross-appointed to
Curriculum*

DAVID W. BRISON, *Ed.D. (Illinois)*
*Associate Professor and Head,
OISE Niagara Centre*

GERALD A. CASEY, *Ph.D. (Michigan State)*
*Assistant Professor, cross-appointed
to the Educational Clinic*

ALFRED CASTANEDA, *Ph.D. (Ohio State)*
*Professor, cross-appointed from the
Office of the Coordinator of Research
and Development Studies*

CLIFFORD M. CHRISTENSEN, *Ph.D.
(Minnesota)*
Professor

HY I. DAY, *Ph.D. (Toronto)*
Associate Professor

GLEN T. EVANS, *Ph.D. (Queensland)*
*Associate Professor, cross-appointed
from Measurement and Evaluation*

WILLIAM FOWLER, *Ph.D. (Chicago)*
Associate Professor

PETER GAMLIN, *Ph.D. (Chicago)*
*Assistant Professor, cross-appointed
from The Institute of Child Study,
University of Toronto*

S. B. KENT HENDERSON, *Ph.D. (Toronto)*
Assistant Professor

JUDITH T. KATZ, *M.A. (Boston)*
Lecturer

ROBERT M. LAXER, *Ph.D. (Toronto)*
*Professor, cross-appointed to Adult
Education*

ALAN M. MARCUS, *Ph.D. (Toronto)*
Assistant Professor

SOLVEIGA MIEZITIS, *Ph.D. (Toronto)*
*Assistant Professor, cross-appointed
to Special Education and to the
Educational Clinic*

HARVEY G. NARROL, *Ph.D. (Indiana)*
Associate Professor

KENNETH G. O'BRYAN, *Ph.D. (Alberta)*
Assistant Professor

DAVID R. OLSON, *Ph.D. (Alberta)*
Associate Professor

LARRY E. PASS, *Ph.D. (Alberta)*
Assistant Professor

CLIFFORD C. PITT, *Ph.D. (Columbia)*
*Professor and Assistant Coordinator
of Graduate Studies, OISE*

BLAIR W. SHAW, *Ph.D. (Alberta)*
Assistant Professor

HARRY SILVERMAN, *Ph.D. (London)*
*Assistant Professor, cross-appointed
to Special Education and to the
Educational Clinic*

EDMUND V. SULLIVAN, *Ph.D. (Syracuse)*
Assistant Professor

OTTO WEININGER, *Ph.D. (Toronto)*
Associate Professor

AARON WOLFGANG, *Ph.D. (Oklahoma)*
Assistant Professor

ASSOCIATED INSTRUCTORS:

F. STANLEY HENDRA, *M.A. (Toronto)*
*Head of Guidance, East End High
School, Toronto*

ELMER E. HUFF, *B.Ed. (Toronto)*
Coordinator of Guidance, North York
Board of Education

DONALD R. KENNEDY, *M.Ed. (Toronto)*
Instructor, The Institute of Child
Study, University of Toronto

JAMES A. LINKLATER, *M.Ed. (Toronto)*
Assistant Coordinator of Guidance,
North York Board of Education

MAIRI MACDONALD, *Ed.D. (Toronto)*
Director of Counseling, Seneca
College, Willowdale

CHARLES NETLEY, *Ph.D. (London)*
Sessional Lecturer in Applied
Psychology

BRUCE SINCLAIR, *M.Ed. (Toronto)*
Guidance Consultant, Etobicoke
Board of Education

J. MAXWELL R. SKINNER, *M.A. (McGill)*
Guidance Consultant, Secondary
Schools, Scarborough Board of
Education

PROGRAMS OF SPECIALIZATION

The Department of Applied Psychology offers specialized programs in the following areas:

- Educational Psychology
- Guidance and Counseling
- School Psychology

EDUCATIONAL PSYCHOLOGY

The M.A. and Ph.D. with specialization in Applied Psychology (Educational Psychology Option) are intended to prepare students for careers in teaching and educational research with a psychological orientation, in research institutes, faculties of education, school board

research departments, and other research settings.

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY OPTION)

Admission to the M.A. program ordinarily requires preparation equivalent to a University of Toronto Honours B.A. degree. In addition to the thesis, the regular M.A. program consists of the following courses:

- 1234** Introduction to Psychological Analysis of Educational Problems
- 1235X** Research Methods in Educational Psychology
- 1252K** Individual Reading and Research in Applied Psychology: Selected Educational Problem 1
- 1252XL** Individual Reading and Research in Applied Psychology: Selected Educational Problem 2

Residence requirement for the M.A. degree is one year.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY OPTION)

Students intending to proceed to the doctoral degree should normally enter at the Honours B.A. level and

undertake the three-year course, the first year of which was described under the heading *Master of Arts with specialization in Applied Psychology (Educational Psychology Option)*. However, a limited number of outstanding students holding an appropriate master's degree will be admitted to the second year of the doctoral program.

In addition to the doctoral thesis and other requirements for the Ph.D. described on pages 26 to 28, the program for the second and third years presently consists of eight half-courses as follows:

- (a) A major, consisting of one of the 3200 series seminars, plus one or two other supporting half-courses, making up a total of at least three half-courses in one of the following areas: learning and cognitive processes, motivation, developmental psychology, social psychology.
- (b) A first minor, normally consisting of two appropriate half-courses within the Department of Educational Theory.
- (c) A second minor, ordinarily consisting of a full course in another department of the School of Graduate Studies. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department, or, under exceptional circumstances, in another department of OISE.

Note that in the Department of Applied Psychology, the Educational Psychology Planning Committee is presently considering changes in the second and third year Ph.D. programs. Students may write directly to Dr. K. G. O'Bryan of the Department of Applied Psychology for further information on the revised Educational Psychology program.

GUIDANCE AND COUNSELING

MASTER OF EDUCATION WITH SPECIALIZATION IN GUIDANCE AND COUNSELING

The purpose of this program is to help meet the increasing need for well-prepared practitioners in the field of guidance and counseling. By agreement with the Ontario Department of Education, certificated and experienced teachers in Ontario who pursue a degree of Master of Education with specialization in Guidance and Counseling may thereby fulfill the academic requirements for the Province of Ontario Specialist Certificate in Guidance. Further information is available in Circular 1968-69:29, Routes to School Guidance Certification, obtainable from the Ontario Department of Education, 44 Eglinton Avenue West, Toronto 12.

In addition to the general requirements detailed on pages 22 to 23, admission to the M.Ed. program with specialization in Guidance and

Counseling ordinarily requires a background as follows:

- (a) A course in Child and/or Adolescent Development and two additional courses in the social sciences, one of which must be beyond the introductory level. Courses must have been completed within the last ten years.
or
- (b) Satisfactory completion of a program of qualifying work at the Institute. This program will ordinarily include a half-course in Child and Adolescent Development and a half-course in Educational Psychology.
or
- (c) The Ontario Specialist Certificate in Guidance.

In determining the prerequisites and course options, consideration is given to Ontario Guidance certificates which an applicant may hold already. Holders of the Elementary and Intermediate certificates are not required to take course 1260X. Holders of the Specialist Certificate are not required to take courses 1260X and 1261X. All degree programs consist of a minimum of eight half-courses regardless of the certificates held. For students who do not wish to obtain an Ontario Guidance Certificate, course 1261X is optional.

Students are advised to check prerequisites for each course before making out their program planning

sheets, so that they can arrange for courses in an appropriate sequence. Prerequisites are listed with the course descriptions at the end of this section of the Bulletin.

The program consists of a minimum of eight half-courses as follows:

- 1260X** Foundations of Guidance and Counseling
- 1261X** Group Work in Guidance
- 1266X** Theories of Vocational Development
- 1202X** Theories and Techniques of Counseling
- 1203X** Practicum in Counseling
- 1611X** Essentials of Psychological Testing for Guidance Personnel

Two options from:

- 1204X** Introduction to Personality Theory as Applied to Education
- 1205X** Individual Intellectual Assessment
- 1206X** Seminar: Learning and Cognitive Processes in Education
- 1209X** Seminar: Social Psychology and Education
- 1217X** Behavior Modification Techniques, with Practicum
- 1262X** Organization and Administration of Guidance Services
- 1267** Advanced Practicum in Counseling
- 1284X** Behavior Disorders in Relation to Education
- 1013X** Supervisory Relationships

- 1113X The Maturation Process and Adult Learning
- 1302X Recent Developments in Elementary Education
- 1303X Recent Developments in Secondary Education
- 1660X Introduction to Empirical Research in Education
- 1666X Basic Concepts of Statistics
- 1995X School and Society

Other appropriate courses and seminars.

The student's selection of the above optional half-courses is subject to the approval of his advisor and should take into account his background strengths and weaknesses, future goals, and the need for a coherent sequence of courses.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION AND COUNSELING

The purpose of this program is to help meet the need for well-prepared counselors in the colleges of applied arts and technology in Ontario and in similar institutions. This program, offered jointly by the Departments of Adult Education and Applied Psychology, consists of ten half-courses. Of these, a minimum of four half-courses must be in Adult Education and a minimum of three in Applied Psychology. The four required courses in the Department of Adult Education are:

- 1106X Small Group Experience and Theory

- 1113X The Maturation Process and Adult Learning
- 1119X Counseling Services in Post-Secondary and Adult Training Settings
- 1120X Foundations of Adult Counseling

The three required courses in the Department of Applied Psychology are:

- 1202X Theories and Techniques of Counseling
- 1203X Practicum in Counseling
- 1266X Theories of Vocational Development

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY
(COUNSELING PSYCHOLOGY OPTION)

This program is designed primarily for persons who desire to assume a leadership role in counseling psychology in Canadian education. Graduates of this program will be prepared to assume positions as faculty members in schools, colleges, and institutes of education; to work with school systems as coordinators of guidance; to act as specialists in in-service training and as staff members in agencies offering psychological services; to function as counseling psychologists on the staff of counseling centers in colleges and universities. In accordance with these goals the program could be described as educationally rather than

clinically oriented, to the extent that such a distinction can be made.

The admission requirements are similar to those for the Master of Arts degree with specialization in Applied Psychology (Educational Psychology Option). The program has a minimum residence requirement of three years for students entering with an Honours B.A. in psychology. Normally, students will be able to complete the degree within the three-year period. However, individual differences in background and progress, as well as the decision to pursue a particular area of interest in greater depth, might extend the period of study.

The candidate will not usually be granted a Master of Arts degree in this program; however, under certain circumstances it will be possible to enroll in an M.A. program with the School Consultant Option at the end of the first year; such a program will consist of additional course work and a thesis. With additional make-up work, it may also be possible to transfer to other doctoral programs in the Department.

The three years of residence include three academic years and four summers of required work; the latter are to be spent either in formal Summer Session studies or in a supervised, paid internship setting. Candidates will ordinarily begin the program in the Summer Session (July-August) prior to the opening of the Regular Session.

Programs are individually designed by the student and his advisor to insure adequate coverage of necessary areas of competency. Three full-time internships during the summer, and two part-time internships during two regular academic years will be planned to (a) supplement course work, (b) help students integrate theory with practice, and (c) provide some specialization appropriate to the student's major interest.

First Summer and First Academic Year

The program for the first summer and academic year normally consists of eight half-courses, to be chosen from the following:

- | | |
|--------------|---|
| 1206X | Seminar: Learning and Cognitive Processes in Education |
| or | |
| 3200X | Research Seminar in Learning and Cognitive Processes |
| 1207X | Seminar: Motivation in Education |
| or | |
| 3212X | Research Seminar in Motivation in Education |
| 3207X | Research Seminar in Child Development |
| or | |
| 3208X | Research Seminar in Adolescent Development |
| 1666X | Basic Concepts of Statistics |
| or | |
| 3666X | Intermediate Statistics and Research Design |
| 1208X | Seminar: Personality Development in Relation to Education |

- 1215X** Seminar: Group Processes
- 1216X** Psycho-Educational Appraisal
- 1217X** Behavior Modification Techniques, with Practicum
- 1222X** Theories of Behavior Modification
- 1266X** Theories of Vocational Development
- 1611X** Essentials of Psychological Testing for Guidance Personnel

Second and Third Academic Years and Summers

In addition to the doctoral thesis and other requirements for the Ph.D. degree described on pages 26 to 28, the program for the second and third years consists of the following:

- (a) A major comprised of:
 - 3215X** Seminar in Counseling Psychology: Part I
 - 3216X** Seminar in Counseling Psychology: Part II
 - 3217X** Practicum in Counseling Psychology
 - 3218X** Research Seminar in Counseling
- Plus:
- (b) **3666X** Intermediate Statistics and Research Design (if not taken previously)
- (c) A first minor generally consisting of two half-courses in either Educational Psychology or School Psychology. These courses will be listed as required courses in the M.A. programs in these two areas.

- (d) A second minor ordinarily consisting of one full course taken outside the Institute in some other department of the School of Graduate Studies. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

SCHOOL PSYCHOLOGY

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY

(SCHOOL CONSULTANT OPTION)

This program is designed to prepare students for careers in psychological services departments in schools. Graduates of the program will be qualified to act as school consultants in the detection and solution of psycho-educational problems, including the diagnosis and treatment of learning and adjustment problems in school settings.

Students with a general B.A. concentration in psychology, and teachers with a B.A. that includes some psychology background, will be able to enter this program and arrange a course of study. Outstanding students with no psychology background will also be considered. The School of Graduate Studies will require some make-up work on the part of all of these

candidates as a prerequisite to admission. On the other hand, candidates with an Honours B.A., or those with a particularly broad background in psychology, may find that they have already satisfied some of the requirements of this program. Such students will be able to select other appropriate courses offered by the Department.

The program normally requires a minimum residence period of one academic year and two summers.

Following is a list of the normal requirements, within which the student and his advisor will devise an individualized program which takes into account the student's background and preferences, departmental rules, requirements already met, and course availability:

- (a) **1206X** Seminar: Learning and Cognitive Processes in Education
- 1211** Seminar and Practicum in School Psychology
- 1216X** Psycho-Educational Appraisal
- 1217X** Behavior Modification Techniques, with Practicum
- 1252XH** Individual Reading and Research in Applied Psychology: Research Methods in School Psychology
- 1252XI** Individual Reading and Research in Applied Psychology: Personality

and Atypical Behavior in Children

- 1252XJ** Individual Reading and Research in Applied Psychology: The School as an Environment
- 1289X** Seminar: Special Education for School Consultants
- 1666X** Basic Concepts of Statistics

- (b) One half-course option to be selected in consultation with the advisor.
- (c) A master's thesis.

DOCTOR OF PHILOSOPHY
WITH SPECIALIZATION IN
APPLIED PSYCHOLOGY
(SCHOOL PSYCHOLOGY
OPTION)

This program is intended to prepare a person to help in the solution of practical psycho-educational problems (*see Master of Arts with specialization in Applied Psychology, School Consultant Option*) as well as to be active in applying psychological principles to the total school situation. A graduate of this program would probably find himself in a position of greater administrative responsibility than would a graduate of the master's program. He would be engaged in activities which put a premium on the knowledge of, and ability to use, psychological principles

in a systematic way, and which require more extensive and intensive preparation than is usually the case for positions requiring the master's degree.

This doctoral program normally requires a minimum residence period of three academic years and four summers for a student entering with an Honours B.A. in psychology. Students with other backgrounds will also be able to enter this program and arrange a course of study. Candidates will ordinarily begin the program in the Summer Session (July-August) prior to the opening of the regular academic year.

Ph.D. candidates will not usually be granted a Master of Arts degree; however, under certain circumstances it will be possible to obtain an M.A. degree by completing the course and thesis requirements for that degree. With additional make-up work, it may also be possible to transfer to other doctoral programs in the Department.

Following is a list of the normal course requirements, within which the student and his advisor will devise an individualized program which takes into account the student's background and preferences, departmental rules, requirements already met, course availability, and internship placements:

First Year

This is the same as the first year of the M.A. program (School Consultant Option). See page 46.

Second Year

(a) A major:

- 3202X** Advanced Practicum in School Psychology
- 3666X*** Intermediate Statistics and Research Design
- 3252XH** Individual Reading and Research in Applied Psychology: Advanced Research Methods in School Psychology
- 3207X** Research Seminar in Child Development
- 1222X*** Theories of Behavior Modification

(b) A first minor:

- 1202X*** Theories and Techniques of Counseling
 - 1203X*** Practicum in Counseling
- Occasionally, students may be able to select two other related OISE half-courses as a first minor.

(c) A second minor consisting of a full course or two half-courses[†] taken outside of OISE in another department of the School of Graduate Studies. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

Note: Students entering the second year of the Ph.D. program with no school experience will be expected to participate for credit in course 1211, Seminar and Practicum in School Psychology. In such cases, course 3202X will be taken in the third year of the program.

Third Year

- (a) Supervised internship in a school setting (minimum of three days per week).
- (b) One half-course option† from the 3000 series in Applied Psychology.
- (c) One half-course option† selected in consultation with the advisor.
- (d) Any options desired by the student, or courses deemed necessary by the faculty advisor.

Additional Requirement

Dissertation**

MASTER OF EDUCATION FOR SPECIAL PURPOSES

The Department of Applied Psychology will accept candidates for this degree only under very exceptional circumstances. Before being accepted as a candidate for this degree, a student's program must be approved by the Department of Applied Psychology.

* Courses common to the Counseling and School Psychology programs.

† Altogether, students have four half-courses as options, with the limitations noted.

** While there are more courses in this program than in some other doctoral programs, it should be noted that at least three of the courses provide definite opportunities for developing a dissertation problem, for reviewing relevant literature, and for collecting preliminary data.

OCCASIONAL STUDENTS IN THE DEPARTMENT OF APPLIED PSYCHOLOGY

M.Ed. students not enrolled in the regular programs described above may, by arrangement with the Department of Applied Psychology, enroll in a maximum of two half-courses. In exceptional cases a student may enroll in more than two half-courses by arrangement with the student's advisor, the Department of Applied Psychology, and the instructor of the course under consideration.

GENERAL NOTE

It is hoped that a substantial number of M.A. and Ph.D. candidates in the Department of Applied Psychology will hold Graduate Assistantships. These provide supervised experience in formulating research hypotheses and training in research methodology.

Where possible, it is desirable that the student wishing to enter any of the programs offered by the Department consult with staff members in that area to explore the student's suitability and to consider possible modification of the program to meet individual needs.

COURSES

A course is identified with this Department when the first two digits in the course number are 12 or 32.

1200X INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

Analysis and application of principles of learning, motivation, and social behavior in school situations.

(Staff, Summer Session and Regular Session)

1201X CHILD AND ADOLESCENT PSYCHOLOGY

The factors involved in child development (pre-school period, early school years, intermediate years, adolescence) and the problems of each period. The preventive and remedial phases of mental health.

(Staff, Summer Session and Regular Session)

1202X THEORIES AND TECHNIQUES OF COUNSELING

The course will be concerned with current theories of counseling and their appraisal, together with various attempts at classification. The theoretical assumptions underlying different approaches will be examined and compared. This course must be taken in conjunction with 1203X except with special permission of the instructor.

Prerequisites: 1260X plus two additional courses.

(G. A. Casey, L. E. Pass, and J. C. Weiser, Summer Session and Regular Session)

1203X PRACTICUM IN COUNSELING

Must be taken in conjunction with 1202X except with special permission of the instructor.

Prerequisites: 1260X plus two additional courses.

(G. A. Casey, L. E. Pass, and J. C. Weiser, Summer Session and Regular Session)

1204X INTRODUCTION TO PERSONALITY THEORY AS APPLIED TO EDUCATION

The relationship between personality theory and research, and theory and research in other areas of psychology; an examination of the structure and dynamics of personality as seen in three or four of the major contemporary theories — e.g., in dynamic theories, cognitive theories, behavior theories, etc.; particular consideration of the relevance of these to the teacher-pupil and administrator-teacher relationships.

(Staff, Regular Session)

1205X INDIVIDUAL INTELLECTUAL ASSESSMENT

Theories of intelligence; the administration and interpretation of the Revised Stanford-Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; an introduction to some other tests of intellectual abilities. Includes a practicum in test administration.

(C. C. Pitt and Associates, Regular Session)

1206X SEMINAR: LEARNING AND COGNITIVE PROCESSES IN EDUCATION

Learning theories and their relevance to the classroom situation; examina-

tion and comparison of current theories and research on cognitive processes.

(K. G. O'Bryan, Regular Session)

1207X SEMINAR: MOTIVATION IN
EDUCATION

An examination of contemporary theories on motivation, including neuro-physiological and psychological studies related to arousal and activation, and current research on curiosity, conflict, frustration, and aggression.

(S. B. K. Henderson and
A. Castaneda, Regular Session)

1208X SEMINAR: PERSONALITY
DEVELOPMENT IN RELATION
TO EDUCATION

An examination of research into various aspects of personality and behavior modification, including studies of psychotherapy and the conditioning therapies.

Prerequisite: 1204X
(Staff, Regular Session)

1209X SEMINAR: SOCIAL PSYCHOLOGY
AND EDUCATION

Current research in experimental social psychology, and the implications of theory and data for an understanding of social behavior in educational settings. The main research areas considered are behavioral dependence and interdependence; interpersonal influence; attitudes and attitude change; cognitive consistency.

(A. M. Marcus, Regular Session)

1210X THE LEARNING OF
MATHEMATICAL CONCEPTS
(cross-listed with the
Department of Curriculum)

The nature of mathematical structures; the relationship of contemporary theories of cognition and intellectual processes to the learning of structured material; affective states and rational behavior; developmental states in thought processes; current research. This course is intended primarily for students in Applied Psychology and Ph.D. students in the Department of Curriculum who are specializing in mathematics.

Prerequisites: Background in mathematics, introductory psychology, and two additional psychology courses.

(S. M. Avital, Regular Session)

1211 SEMINAR AND PRACTICUM IN
SCHOOL PSYCHOLOGY

The examination and discussion of professional relationships in schools, ethical considerations, and the strategies of applying psychological principles to educational problems in the school. Practicum in the schools — one day per week. Open only to students enrolled in the School Psychology program.

(B. W. Shaw, Regular Session)

1215X SEMINAR: GROUP PROCESSES

This is a year-long advanced course for Ph.D. students in Counseling Psychology; other students may be admitted with the permission of the instructor. Personal participation and

the development of interpersonal skills will receive major emphasis, especially as these relate to theoretical and professional issues in counseling practice.

(Staff, Regular Session)

1216X PSYCHO-EDUCATIONAL
APPRAISAL

Theory and practicum in psychological assessment techniques applied in school settings. Individual intelligence testing with emphasis on the Wechsler Intelligence Scale for Children and the Stanford-Binet; tests of specific cognitive and perceptual dysfunction; assessment of atypical children. Primarily for students in the School Psychology program.

(S. Miezitis, Regular Session)

1217X BEHAVIOR MODIFICATION
TECHNIQUES, WITH PRACTICUM

Seminar and practicum instruction in appropriate use of behavior modification techniques for managing classroom behavior problems and scholastic difficulties. Under supervision, each student will perform, and later supervise, a number of behavior modification projects.

Prerequisite: Permission of the instructor.

(H. G. Narrol, Regular Session)

1222X THEORIES OF BEHAVIOR
MODIFICATION

A number of approaches to behavior change, including new and traditional

and verbal and non-verbal approaches, will be surveyed in an attempt to interpret and reconcile them within a reinforcement-learning model. The application of these approaches within the educational system will also be discussed. Open only to doctoral students in Applied Psychology.

Prerequisite: 1217X
(H. G. Narrol, Regular Session)

1234 INTRODUCTION TO
PSYCHOLOGICAL ANALYSIS OF
EDUCATIONAL PROBLEMS

A model is presented for analyzing educational problems in terms of the effects of educational environments on individual learners in accomplishing specific educational objectives. Several selected psychological theories, relevant to education, are considered in terms of this model. Presentations of their current research programs are made by faculty members. The objectives are to provide the students with a generic skill in the psychological analysis of educational problems and to acquaint them with some specific psychological approaches which may be applied.

(D. Hunt and E. V. Sullivan, Regular Session)

1235X RESEARCH METHODS IN
EDUCATIONAL PSYCHOLOGY

A seminar course to provide a background in basic research skills for students of educational

psychology. Topics will include research designs, statistical models for data analysis, methods of data gathering, and computer usage. Specific research reports are studied in order to illustrate the translation of theoretical statements into hypotheses and research designs. (S. B. K. Henderson, Regular Session)

1252X INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics which are of particular interest to the student and which are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1252XH INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: RESEARCH METHODS IN SCHOOL PSYCHOLOGY

Research training directed toward the investigation of teaching-learning problems in the classroom. Emphasis will be placed on the development of techniques of systematic observation and problem solving; facilitation of data collection; research logic; feasibility of researching various school problems; the ethical consideration involved in doing research with children in schools; etc. Students will be expected to review the current research literature, and to

design, initiate, and/or participate in research projects in the schools.

Prerequisite: A working knowledge of basic statistical concepts. (B. W. Shaw, Regular Session)

1252XI INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: PERSONALITY AND ATYPICAL BEHAVIOR IN CHILDREN

Consideration of the meaning of atypical behavior in children, focusing on its origin, characteristics, social and educational consequences, and on its amenability to change. These aspects will be examined against the background of the broad range of normal personality development from the pre-school period through adolescence. Open only to students enrolled in the School Psychology program.

(O. Weininger, Regular Session)

1252XJ INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: THE SCHOOL AS AN ENVIRONMENT

The organization of the school — the patterns and dynamics of school operation — and its goals and traditions; the complexity of introducing change; the understanding of, and sensitivity to, the relationships within a school and a school system; the lines of communication; the introduction of curriculum; etc. Attention will also be given to the rationale underlying the present

elementary school curriculum, modern developments in curriculum, past and present classroom practices, and recent innovations in education — e.g., computer-assisted instruction, individually prescribed instruction, etc. Open only to students enrolled in the School Psychology program. (Staff, Summer Session and Regular Session)

1252K INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: SELECTED EDUCATIONAL PROBLEM 1

For first year M.A. and Ph.D. students in educational psychology.
Prerequisite: 1234
(Staff, Regular Session)

1252XL INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: SELECTED EDUCATIONAL PROBLEM 2

For first year M.A. and Ph.D. students in educational psychology.
Prerequisite: 1234
(Staff, Regular Session)

1260X FOUNDATIONS OF GUIDANCE AND COUNSELING

A course which provides opportunities for the exploration and unification of principles of guidance and counseling and their implications for guidance. The development of a critical attitude concerning areas such as testing, counseling, teaching and administrative methods, curriculum, etc. is included. Concepts relating to the

dignity of man and human relationships are explored and examined. (A. Wolfgang, Summer Session and Regular Session)

1261X GROUP WORK IN GUIDANCE
Presentation of models of group work processes, as well as of current theory applicable to group work in guidance. Students will be expected to develop a catalog of skills and ideas useful in the school setting and to develop communication skills essential to group work.

Prerequisite: 1260X
(D. R. Kennedy and B. Sinclair, Summer Session and Regular Session)

1262X ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES

A course for professional guidance workers. Principles, problems, and procedures in organization and administration of guidance services in a single elementary or secondary school, a municipal or provincial system, and a constellation of schools within such a system. Particular attention will be given to such topics as functions of school personnel in guidance; in-service training; integration of school and community resources; coordination of elementary, secondary, and post-secondary school programs; guidance-testing programs; information services; placement and follow-up activities.

Prerequisites: 1260X or Ontario Elementary Guidance Certificate, and

1261X, 1202X, 1203X, and 1611X (or equivalent courses).

(E. E. Huff and J. A. Linklater, Summer Session and Regular Session)

1266X THEORIES OF VOCATIONAL DEVELOPMENT

A study of current research and literature regarding vocational choice.

Students will spend a considerable portion of their time developing the implications of research findings for the guidance programs in which they may work.

(H. I. Day, Summer Session and Regular Session)

1267 ADVANCED PRACTICUM IN COUNSELING

This course is designed particularly for M.Ed. students.

Prerequisites: 1202X, 1203X, and permission of the instructor.
(G. A. Casey, Summer Session only)

Note: The research seminars that follow are intended primarily for doctoral students in the Department of Applied Psychology. M.A. students may enroll in 3207X and 3208X. Basic research in the area of specialization is reviewed with a special emphasis on formulating testable hypotheses which might lead to a contribution to the field of educational psychology.

3200X RESEARCH SEMINAR IN LEARNING AND COGNITIVE PROCESSES: PART I

Ordinarily 3200X and 3201X must be taken as a full course. With

the permission of the individual student's faculty advisor and the course instructor, however, in some cases it is possible for a student to register separately for 3200X or for 3201X.

(K. G. O'Bryan and G. T. Evans, Regular Session)

3201X RESEARCH SEMINAR IN LEARNING AND COGNITIVE PROCESSES: PART II

See entry under 3200X.

(K. G. O'Bryan and G. T. Evans, Regular Session)

3202X ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY

Second-year students, under faculty supervision, will supervise first-year students in the 1211 practicum. In addition, students will undertake advanced consultative and research projects involving the broad application of psychological principles to the school situation. Open only to doctoral students in School Psychology.

Prerequisite: 1211
(H. G. Narrol, Regular Session)

3207X RESEARCH SEMINAR IN CHILD DEVELOPMENT

(W. Fowler, Regular Session)

3208X RESEARCH SEMINAR IN ADOLESCENT DEVELOPMENT

(Staff, Regular Session)

3209X RESEARCH SEMINAR IN
COGNITIVE AND LANGUAGE
DEVELOPMENT

(D. R. Olson, Regular Session)

3210X RESEARCH SEMINAR IN SOCIAL
PSYCHOLOGY IN EDUCATION:
PART I

(D. Hunt and A. M. Marcus, Regular
Session)

3211X RESEARCH SEMINAR IN SOCIAL
PSYCHOLOGY IN EDUCATION:
PART II

Prerequisite: 3210X
(Staff, Regular Session)

3212X RESEARCH SEMINAR IN
MOTIVATION IN EDUCATION:
PART I

(A. Castaneda, Regular Session)

3213X RESEARCH SEMINAR IN
MOTIVATION IN EDUCATION:
PART II

Prerequisite: 3212X
(Staff, Regular Session)

3215X SEMINAR IN COUNSELING
PSYCHOLOGY: PART I

For students in the Ph.D. program in
Counseling Psychology. A continua-
tion of studies begun in 1202X. To be
taken concurrently with 3216X.

Prerequisite: 1202X or equivalent.
(C. M. Christensen, Regular Session)

3216X SEMINAR IN COUNSELING
PSYCHOLOGY: PART II

To be taken concurrently with 3215X.
(C. M. Christensen and R. M. Laxer,
Regular Session)

3217X PRACTICUM IN COUNSELING
PSYCHOLOGY

(Staff, Regular Session)

3218X RESEARCH SEMINAR IN
COUNSELING

(Staff, Regular Session)

3220X ANALYSIS OF LEARNING TASKS
(cross-listed with the
Department of Curriculum)

Analysis at both the theoretical and
practical levels of what has been
learned and what should be learned
in order to reach stipulated educa-
tional objectives. Social learning,
emotion, motor skills, cognitive skills,
and formal school material are
analyzed. The relevance of psycho-
logical theory to this process is
examined.

Prerequisite: Permission of the
instructor.
(C. Bereiter, Regular Session)

3252X INDIVIDUAL READING AND
RESEARCH IN APPLIED
PSYCHOLOGY: DOCTORAL LEVEL

Description as for 1252X, but at the
doctoral level.

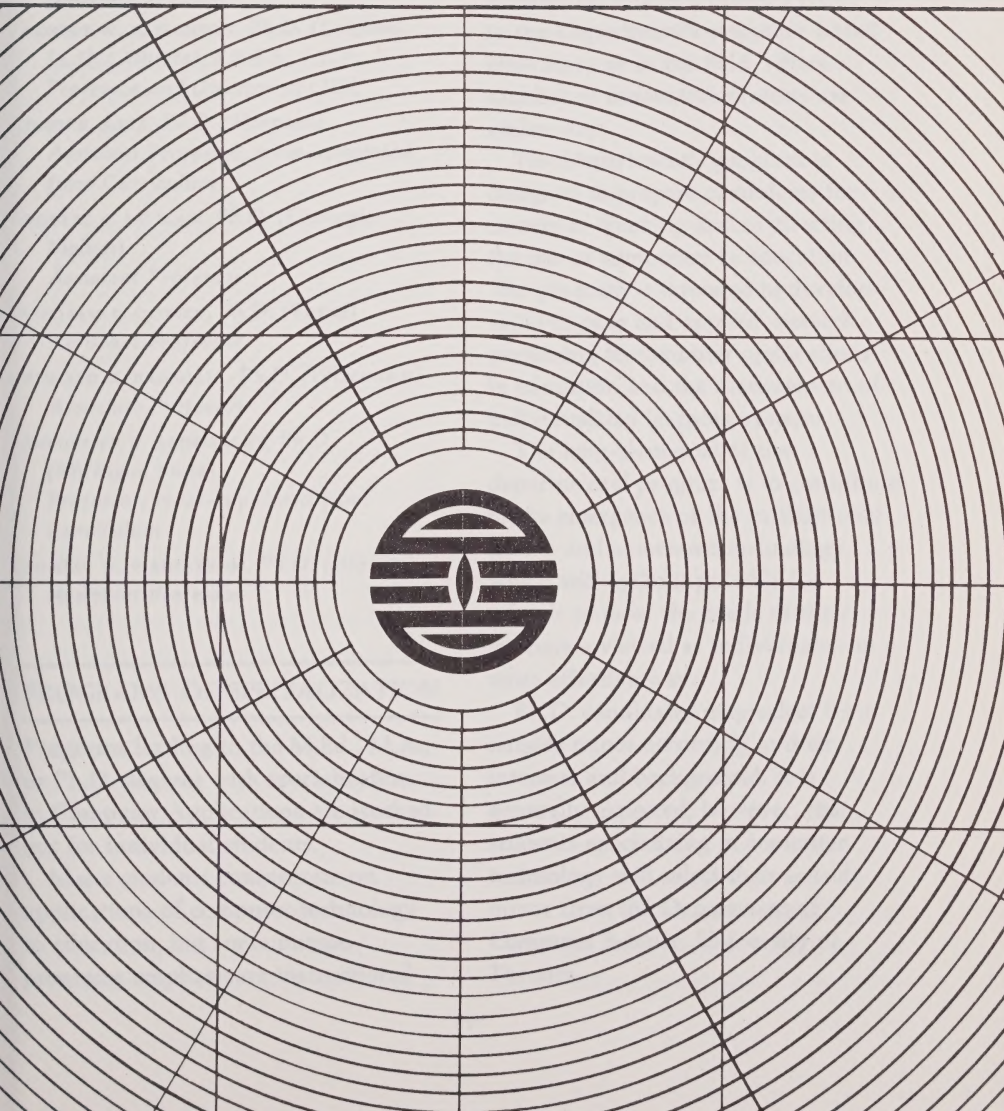
3252XH INDIVIDUAL READING AND
RESEARCH IN APPLIED
PSYCHOLOGY: ADVANCED
RESEARCH METHODS IN
SCHOOL PSYCHOLOGY

A continuation of course 1252XH.
Open only to students at the doctoral
level.

Prerequisite: 1252XH or equivalent.
(Staff, Regular Session)

Computer Applications

Department of Computer Applications



Department of Computer Applications

LESLIE D. MC LEAN, *Ph.D. (Wisconsin)*
Associate Professor and Chairman of
the Department

STACY CHURCHILL, *Ph.D. (London)*
Assistant Professor

DOUGLAS G. CRAWFORD, *Ph.D. (Toronto)*
Assistant Professor

ROBERT W. B. JACKSON, *Ph.D. (London),*
LL.D. (Alberta), F.R.S.S., F.C.P.
Professor and Director of OISE

JOHN S. KATZ, *Ed.D. (Harvard)*
Assistant Professor, cross-appointed
from Curriculum

ROBERT S. MC LEAN, *Ph.D. (Carnegie-*
Mellon)
Assistant Professor

WILLIAM P. OLIVIER, *Ph.D. (Texas)*
Assistant Professor

RONALD G. RAGSDALE, *Ph.D. (Wisconsin)*
Associate Professor

FREDERICK B. RAINSBERRY, *Ph.D.*
(Michigan State)
Professor, cross-appointed from
Curriculum

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Assistant Professor

technology. Courses associated with the latter specialization include 1500X, 1501X, 1502X, 1505X, and 3500X. Other related courses include 1340X, 1341X, and 3340X.

Students will have an opportunity to work on research projects either in the Department's computer-based laboratory or in the field, where a number of innovative projects are under way.

The Department's program is designed to prepare candidates for careers in teaching and in directing the use of computers in education. The program is intended to develop skills in pure and applied research pertaining to computer applications in education and the management of individualized learning systems.

The long-term goal of the departmental program is to contribute to the emergence of the instructional theory and associated technology, which will make it possible for schools to meet the needs of their learners—viewed as individuals—in a more effective way.

Ph.D. candidates may select their outside minor according to their interests and background. It is generally expected, however, that students specializing in computer technology will select their outside minor from the Department of Computer Science, University of Toronto.

PROGRAMS OF SPECIALIZATION

Programs leading to the M.Ed., M.A., or Ph.D. degrees with specialization in Computer Applications are worked out for individual students.

Many students concentrate on applications of computer technology to education, but some pursue programs emphasizing instructional

COURSES

A course is identified with this Department when the first two digits in the course number are 15 or 35.

1500X INDIVIDUALIZED INSTRUCTIONAL TECHNOLOGY

A systematic application of theory and research in educational technology and psychology to the design and implementation of individualized instruction. Theoretical and methodological contributions will be drawn from training research, programmed instruction, and systems technology. (D. G. Crawford, Regular Session)

1501X COMPUTER-GUIDED INSTRUCTION

Theory, practice, and current research in the use of computers to guide instruction: basic computer operations and principles that relate to current concepts of teaching and learning.

Prerequisite: Permission of the instructor.

(W. P. Olivier, Regular Session: Spring Term)

1502X INTRODUCTION TO EDUCATIONAL TECHNOLOGY

Educational technology is viewed in terms of the teaching and learning processes, within which certain devices are employed. Emphasis is placed on an examination of the facts and principles used to design instructional procedures, materials, and systems for achieving specific

instructional objectives. The implications of the impact of educational technology on teachers, students, and society are considered. (D. G. Crawford, Regular Session)

1503X INTRODUCTION TO COMPUTER APPLICATIONS IN EDUCATION

No previous computer experience required. This course deals with the principles of computer functioning and an introduction to programming in computer languages used in Ontario secondary schools; with computer applications such as financial accounting, student accounting, and scheduling for school systems and colleges of applied arts and technology; and with curriculum, organization, and teacher training in student programming. This course includes tutorial sessions for beginners.

(S. Churchill, Summer Session and Regular Session: Fall Term)

1505X INSTRUCTIONAL PROGRAMMING

The application of principles derived from computer-assisted instruction and programmed instruction to the selection and development of instructional materials. (To be taken for credit by M.Ed. candidates only.) (W. P. Olivier, Summer Session and Regular Session)

1510X COMPUTER APPLICATIONS TO RESEARCH PROBLEMS

A detailed study of computer applications to education by means of

current OISE research and development projects. Special attention is given to the systems and programming requirements of projects using the computer systems available within the Institute.

Included at present are projects in information retrieval, computer-assisted and computer-managed instruction, computer-controlled learning aids, and data acquisition systems.

(R. G. Ragsdale, Regular Session: Fall Term)

1515X COMPUTERS IN THE CURRICULUM
(cross-listed with the
Department of Curriculum)

A survey of computer applications in the classroom: student use of computers to solve numerical problems in subjects such as mathematics and physics, and to employ non-numeric techniques in the humanities and social sciences; discussion of CAI and simulation as curriculum tools; automated record keeping, testing and evaluation; and the computer as a subject in secondary schools.

(R. S. McLean, Regular Session)

1520X EDUCATIONAL DATA PROCESSING

No previous computer experience required. This course deals with the principles of using computers to solve problems arising in any educational system: unit record and special equipment (e.g., optical scanning devices); basic programming

languages; fundamentals of system design; and the extraction and evaluation of management information.

(M. W. Wahlstrom, Summer Session and Regular Session)

1525X THE COMPUTER IN EDUCATIONAL
ADMINISTRATION

No previous computer experience required. The principles of systems analysis as applied to educational systems. Computer installation: from the feasibility study through system debugging. Computer-aided instructional management. System design principles for financial and administrative applications. Problems of the classroom computer.

(S. Churchill and M. W. Wahlstrom, Summer Session and Regular Session: Spring Term)

1540X COURSEWRITING LANGUAGES

A comparative study of languages for writing instructional sequences to be administered by a computing system: language elements and structure; implementation on major existing systems; system utilization; implications for instructional design. Students will be expected to gain a working knowledge of selected languages. (Alternate years; not offered in 1970-71)

1552X INDIVIDUAL READING AND
RESEARCH IN COMPUTER
APPLICATIONS: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon

topics of particular interest to the student which are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

3500X RESEARCH SEMINAR IN
INDIVIDUALIZED INSTRUCTIONAL
SYSTEMS

A critical review of the literature relevant to the design, implementation, and validation of individualized learning systems. Consideration of systems now in operation or proposed.

(Alternate years; not offered in 1970-71)

3535X SIMULATION MODELS OF
COGNITION AND LEARNING

The conceptual foundations of computer models of the processes involved in cognition and learning. Constructing models from psychological data; implementation of models on digital computers; evaluation of model performance. (R. S. McLean, Regular Session)

3552X INDIVIDUAL READING AND
RESEARCH IN COMPUTER
APPLICATIONS: DOCTORAL LEVEL

Description as for 1552X, but at the doctoral level.

3556X RESEARCH SEMINAR ON
INFORMATION PROCESSING IN
EDUCATION

A seminar for selected graduate students and interested faculty members for the discussion of special topics such as information retrieval, computer-based instruction systems, and educational information systems. (Staff, Regular Session)

A number of courses in other departments of the Institute might be of interest to students in Computer Applications. Special attention is directed to the following:

1340X AUDIO-VISUAL COMMUNICATION
IN TEACHING AND LEARNING
(See full course description,
Department of Curriculum,
page 71.)

1341X THE PHILOSOPHICAL STUDY OF
MEDIA IN EDUCATION
(See full course description,
Department of Curriculum,
page 72.)

3340 RESEARCH SEMINAR IN AUDIO-
VISUAL COMMUNICATIONS AND
INSTRUCTIONAL TECHNOLOGY
(See full course description,
Department of Curriculum,
page 74.)

Departments of Curriculum

Curriculum, the Department of Curriculum, Instruction and Educational Technology, is a part of the College of Education. The department is located in the College of Education building, room 200. The department is responsible for the development and implementation of the curriculum for the College of Education. The department is also responsible for the development and implementation of the curriculum for the College of Education. The department is also responsible for the development and implementation of the curriculum for the College of Education.



Department of Curriculum

RALPH GARRY, Ph.D. (Stanford)

*Professor and Chairman of the
Department*

CARL BEREITER, Ph.D. (Wisconsin)

*Professor, cross-appointed from
Applied Psychology*

EDMUND BRENT, M.A. (Cornell)

Lecturer

DOUGLAS C. CAMPBELL, Ed.M. (Illinois)

Lecturer

CHESTER D. CARLOW, Ph.D. (Syracuse)

Assistant Professor

F. MICHAEL CONNELLY, Ph.D. (Chicago)

Assistant Professor

JOHN HERBERT, Ed.D. (Columbia)

Associate Professor

JOHN S. KATZ, Ed.D. (Harvard)

*Assistant Professor, cross-appointed
to Computer Applications*

MALCOLM A. LEVIN, Ed.D. (Harvard)

*Assistant Professor, cross-appointed
from Educational Administration*

GARNET L. MC DIARMID, Ph.D. (Syracuse)

Assistant Professor

JOHN A. MC INNES, Ed.D. (Columbia)

*Assistant Professor, cross-appointed
to The Institute of Child Study*

JACK M. OTT, Ph.D. (Ohio State)

Assistant Professor

FREDERICK B. RAINSBERRY, Ph.D.

(Michigan State)

*Professor, cross-appointed to
Computer Applications*

HILDRED RAWSON, Ph.D. (Alberta)

*Assistant Professor, cross-appointed
to the Educational Clinic*

ELLEN M. REGAN, Ed.D. (Albany)

Assistant Professor

DOUGLAS A. ROBERTS, Ed.D. (Harvard)

Assistant Professor

FRANK SMITH, Ph.D. (Harvard)

*Associate Professor, cross-appointed
to the Office of the Coordinator of
Research and Development Studies*

HANS H. STERN, Ph.D. (London)

*Professor and Director of the
Modern Language Center*

DEBRAH WEISS, M.A. (Chicago)

Lecturer (part-time)

JOEL WEISS, Ph.D. (Chicago)

*Assistant Professor, cross-appointed
to Measurement and Evaluation*

CROSS-APPOINTED FROM THE OFFICE OF FIELD DEVELOPMENT:

KENNETH F. PRUETER, Ed.D. (Harvard)

*Professor and Coordinator of Field
Development, OISE*

FLOYD G. ROBINSON, Ph.D. (Alberta)

*Professor and Development Officer,
OISE Niagara Centre*

HOWARD H. RUSSELL, Ed.D. (Toronto)

*Professor and Head, OISE Trent
Valley Centre*

ROBERT H. STINSON, Ph.D. (Toronto)

*Professor and Head, OISE Western
Ontario Centre*

WILFRED WEES, Ph.D. (Toronto)

*Associate Professor and Assistant to
the Coordinator of Field Development,
OISE*

ASSOCIATED INSTRUCTORS:

DONALD C. HAMBLETON, Ed.D. (Columbia)

*Educational Research Coordinator,
Metropolitan Toronto School Board*

E. J. ROSEN, M.D.C.M. (McGill)

*Associate Professor, Department of
Psychiatry, University of Toronto*

SEYMOUR TRIEGER, *Ed.D. (Columbia)*
Associate Research Coordinator,
Department of Research, Toronto
Board of Education

PROGRAMS OF SPECIALIZATION

Programs in this Department are centered on the study of instructional practices and materials. In part, the students' programs are interdisciplinary, applying to the instructional situation theoretical perspectives from a variety of disciplines including philosophy, sociology, psychology, anthropology, and communications theory. A second component of these programs deals with substantive issues in specific subject areas. Often students are expected to choose subject-area courses from other departments of the School of Graduate Studies, as well as from the Department of Curriculum. Appropriate research skills are developed through course work offered within this Department and in other departments of OISE.

Candidates for degrees in Curriculum are expected to concentrate in a specific area of curriculum or instruction. These include the following: analysis of teaching; applied linguistics and second-language teaching; curriculum theory and foundations; English, communications, and instructional media; evaluation of curriculum and instruction; mathematics education; reading and language; research on teacher preparation; science

education; and social studies education. Applicants should designate the proposed area of concentration in Curriculum at the time of application.

The Department of Curriculum does not have sufficient resources to accept all applicants who meet the minimum standards of the School of Graduate Studies, especially for the part-time M.Ed. program. Available student places are awarded to the most highly qualified applicants.

MASTER OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

This is primarily intended to be a professional graduate degree program for educational practitioners whose plans do not include obtaining a Ph.D. degree. However, holders of the M.Ed. degree may apply for enrollment in the Ph.D. program contingent upon the completion of additional work (see the section on Doctor of Philosophy admission requirements). The M.Ed. degree does not require a thesis; it can be undertaken on a part-time basis, and it offers substantial latitude for students to select courses to suit their individual interests.

Applicants for admission should refer to the General Information section of this Bulletin. In addition, those applying for part-time study should note that the Department of Curriculum now requires that

applicants submit (i) a score on the Miller Analogies Test; (ii) a letter of reference from a professional colleague; (iii) a letter of reference from a person in a position to judge the applicant's scholarly promise; (iv) a written statement (about one page) indicating the applicant's career plans and reasons for wanting to undertake a curriculum program; (v) evidence to satisfy the general requirements for admission to the M.Ed. program, as outlined on page 22 of this Bulletin.

This program consists of eight half-courses as follows:

- (a) **1300X** Foundations of Curriculum Development
- (b) Three other half-courses within the Department of Curriculum.
- (c) One half-course within either the Department of Applied Psychology or the Department of Measurement and Evaluation.
- (d) One half-course selected from either the philosophy of education offerings within the Department of History and Philosophy of Education or from the Department of Sociology in Education.
- (e) Two elective half-courses, chosen according to the individual's background and interests and approved by his faculty advisor. These may be selected from course offerings in any department of OISE or in another department of the School of Graduate Studies.

MASTER OF ARTS WITH SPECIALIZATION IN CURRICULUM

This program, a training program in research and development techniques, is primarily intended as the first step toward a Ph.D. degree. It has less flexibility than the M.Ed. program because a thesis is required. This program demands one year of full-time resident study and cannot be undertaken on a part-time basis. Applicants for admission should refer to the General Information section of this Bulletin.

In addition to the master's thesis, the M.A. program consists of the non-credit seminar N1397X and six half-courses as follows:

- (a) **1300X** Foundations of Curriculum Development
- (b) Two other half-courses within the Department of Curriculum.
- (c) One half-course within either the Department of Applied Psychology or the Department of Measurement and Evaluation.
- (d) One half-course selected from either the philosophy of education offerings within the Department of History and Philosophy of Education or from the Department of Sociology in Education.
- (e) One elective half-course, selected from any department of OISE or another department of the School of Graduate Studies.

In order to ensure a range of knowledge appropriate for study in Curriculum, candidates who are required to do prerequisite work for admission to the M.A. program may be expected to include course work from other departments of OISE and from other departments in the School of Graduate Studies.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN CURRICULUM

The Ph.D. program in Curriculum is frequently undertaken as preparation for academic positions in universities and other specialized responsibilities in public education. Ordinarily, students who enter this program have a minimum of two years of professional experience. Applicants for admission should refer to the General Information section of this Bulletin and should note that Ph.D. candidates must have completed the Master of Arts degree in Curriculum, or its equivalent. (Students whose Ph.D. candidacy is contingent upon successful completion of a Qualifying Research Paper must take the non-credit seminar N1397X.)

In addition to the major thesis and other requirements as described on pages 26 to 28, the normal pattern of study for this degree is as follows:

(a) A major in Curriculum:

3300X Research Seminar in Curriculum and Instruction

3301X Symposium in Research in Curriculum and Instruction

Two additional half-courses to be selected, one of which must be a course in statistics if such a course is essential to the student's thesis.

(b) A first minor in this or another department of OISE, consisting of two half-courses to be selected.

(c) A second minor consisting of a full course or two half-courses, normally in some other department of the School of Graduate Studies, selected in relation to the student's specialized interests.

THE MODERN LANGUAGE CENTER

The Modern Language Center is a part of the Department of Curriculum and offers opportunities for M.Ed., M.A., and Ph.D. study concentrated in applied linguistics and second-language teaching. Although most of the program is offered within the Department of Curriculum, students affiliated with this Center are ordinarily advised to take some course work in the Centre for Linguistic Studies or in language departments of the School of Graduate Studies.

COURSES

A course is identified with this Department when the first two digits in the course number are 13 or 33.

1300X FOUNDATIONS OF CURRICULUM DEVELOPMENT

A study of curriculum problems using theory and research from various psychological, sociological, and anthropological orientations. The role of personnel in curriculum work is related to organizational structures, educational systems, and school innovation.
(G. L. McDiarmid, F. M. Connelly, J. M. Ott, and Staff, Summer Session and Regular Session)

1302X RECENT DEVELOPMENTS IN ELEMENTARY EDUCATION

An examination of selected modern developments in the curriculum and organization of elementary schools. The theoretical and empirical rationale for specific innovations will be emphasized.
(K. F. Prueter, Summer Session and Regular Session)

1303X RECENT DEVELOPMENTS IN SECONDARY EDUCATION

An examination of selected modern developments in the curriculum and organization of secondary schools. The theoretical and empirical rationale for specific innovations will be emphasized.
(Staff, offered as required)

1304X CURRICULUM SPECIALIZATION

A course designed to permit the study of a specific area of curriculum or instruction not already covered in the courses listed for the current

year. This course may include field experience and research as well as the examination of theoretical bases underlying the respective specialized area.

This course does not fulfill the purpose of 1352X. Course 1304X will enroll groups of students who are interested in pursuing, in depth, the problems of a specific area of curriculum or instruction.
(Staff, offered as required)

1306X DIAGNOSIS AND INSTRUCTIONAL TECHNIQUES

Study and practicum of pupil difficulties. Technique of preventive and remedial teaching in the elementary school with special emphasis on practices suitable for typical groups. The use of diagnostic tests, observations and examinations, and interpretations of the results.
(Staff, offered as required)

1310X READING IN THE SCHOOL CURRICULUM

A study of the components of reading development, the teaching of reading as part of the language program from preschool to adult levels, reading in the content fields, methods and materials of instruction, testing growth in reading.
(J. A. McInnes, Summer Session and Regular Session)

1311X READING AND LANGUAGE COMPREHENSION

A survey of the cognitive, perceptual,

linguistic, and physiological systems fundamental to the comprehension of language, with particular reference to reading, at all age levels.

Recommended as a basis for all courses pertaining to the study of reading.

(F. Smith, Summer Session and Regular Session)

**1312 APPRAISAL OF READING
PROFICIENCY AND REMEDIATION**

Techniques for the diagnosis of reading problems, experiences in interviewing, observing, testing and teaching individuals and small groups, and case studies.

(H. Rawson, Regular Session)

**1313X CURRICULUM FOR LANGUAGE
DEVELOPMENT**

The development of a school curriculum for language, considering pertinent theoretical and research contributions from the fields of psychology, linguistics, sociology, and education, and how these contributions relate to language development and to instructional programs and practices in the school.

(E. M. Regan, Regular Session)

**1315X ENGLISH AT THE SECONDARY
SCHOOL LEVEL**

A critical analysis of prevailing practices and proposed innovations in the teaching of the humanities and communication. Students will evaluate the rationale and implications of specific programs.

(J. S. Katz, Regular Session)

**1316X MATHEMATICS IN THE SCHOOL
CURRICULUM**

Study of a variety of recent curriculum reforms in mathematics. Analysis of their characteristics, trends, compatibility with theories and research relating to meaningful learning, cognitive maturity, and motivation.

(C. D. Carlow, Regular Session)

**1317X THEORY OF SECOND-LANGUAGE
TEACHING**

Language teaching: research; history; socio-political and educational contexts; relation to linguistics and psychology; and theories, models, and methods are examined.

(H. H. Stern, Summer Session and Regular Session)

**1318X METHODOLOGY AND
ORGANIZATION OF
SECOND-LANGUAGE TEACHING**

A course in the practice of language teaching that is concerned, in the broad sense, with methodology. It deals with the objectives, subject matter, materials, techniques, testing, and curriculum design of second-language teaching. The organizational aspects, e.g., language teaching at different educational levels, planning and administration, and language teaching as a profession, are also examined.

Prerequisite: 1317X or permission of the instructor.

(H. H. Stern and Staff, Summer Session and Regular Session)

1319X RESEARCH SEMINAR IN APPLIED LINGUISTICS: MASTER'S LEVEL

This seminar provides opportunities for intensive individual and group study of specific problems, which are to be selected each year in consultation with the students.

Prerequisite: 1317X or 1318X or permission of the instructor.
(H. H. Stern, Regular Session)

1320X SCIENCE IN THE SCHOOL CURRICULUM

The incorporation of the content, methods, and world view of science in the general education curriculum: realities and possibilities.

Section A: elementary school emphasis (D. A. Roberts).

Section B: secondary school emphasis (D. C. Campbell).
(Summer Session and Regular Session)

1322X SOCIAL STUDIES IN THE SECONDARY SCHOOL CURRICULUM

A review of the major approaches and problems in secondary social studies education. Particular attention will be given to the rationales and teaching approaches of the newer social studies projects.
(M. A. Levin, Regular Session)

1330X DESCRIPTIVE AND APPLIED LINGUISTICS OF FRENCH

A critical review of the prevalent linguistic theories and analyses of contemporary French and their

bearing on the teaching of French as a second language.

(E. Brent, Summer Session and Regular Session)

1331X SEMINAR IN THE DESCRIPTIVE AND APPLIED LINGUISTICS OF FRENCH

A practical analysis and description of selected aspects of contemporary French phonology, morphology, syntax, and semantics. Application of linguistic descriptions to the solution of specific teaching problems.

Prerequisite: 1330X or equivalent.
(E. Brent, Summer Session and Regular Session)

1340X AUDIO-VISUAL COMMUNICATION IN TEACHING AND LEARNING (cross-listed with the Department of Computer Applications)

A study of the impact of media on human development, with special emphasis on the relevance of the different media for the design of curriculum. Principles of child development leading to significant dimensions of elementary, secondary, higher, and adult or informal education will be reviewed. The aesthetic qualities of various media will be discussed, and assessments of their appropriateness for curricular material will be made. There will be a review of current research on the impact of media on children and society, with considerable attention given to the effectiveness of media in

the teaching-learning process. Typical program formats will be exhibited during the course, with basic attention directed to the principles of critical evaluation.

(F. B. Rainsberry and E. J. Rosen, Regular Session)

1341X THE PHILOSOPHICAL STUDY OF MEDIA IN EDUCATION
(cross-listed with the Department of Computer Applications)

A review of basic communication theories, with special attention given to the philosophical and psychological premises, is included in this course. Studies in research, history, and significant programming of the various media will be made in depth. With the approval of the staff, students, individually or in groups, will undertake projects for study and development.

Prerequisite: 1340X

(F. B. Rainsberry and E. J. Rosen, Regular Session)

1342X FILM AND THE TEACHING OF THE HUMANITIES

An analysis of the historical, aesthetic, and sociological relationships of film, as an art form, to the teaching of the humanities.

(J. S. Katz, Regular Session)

1352X INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon

topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1355X PRINCIPLES OF ENQUIRY IN THE BIOLOGICAL SCIENCES

An examination of a diversity of pattern of biological enquiry in terms of principles and problem areas. Special attention will be given to ecology. A textual analysis and discussion course.

(F. M. Connelly, Regular Session: 1970-71 and alternate years)

1357 ENQUIRY MATERIALS DEVELOPMENT IN SCIENCE

The roles of logical and psychological conceptions of enquiry in curriculum development will be explored through selected readings. This course will focus on the logical aspects of enquiry and will use original papers, science fiction, narratives of enquiry, invitations to enquiry, case studies, games, and taped discussions. Students will develop one of these materials in workshop activity.
(F. M. Connelly, Summer Session only)

1360X THE EVALUATION OF CURRICULUM AND INSTRUCTION
(cross-listed with the Department of Measurement and Evaluation)

This course serves as an introduction to the strategies and techniques utilized in the evaluation of

curriculum programs, projects, and materials. Both formative and summative evaluation procedures are discussed, and students will work through evaluation problems associated with particular curriculum programs or projects. The evaluation of various instructional techniques will also be explored and critically analyzed.

Prerequisites: Knowledge of descriptive statistics and elementary testing concepts.
(J. Weiss, Summer Session and Regular Session)

1370X THE DEVELOPMENT OF READING PROGRAMS

Preparation of principals, supervisors, and consultants for working with teachers to develop and improve reading programs. Supervised field work, including experience with ongoing OISE development projects in reading, and case studies of work with schools, teachers, and children as the basis of seminar study.
(J. A. McInnes, Regular Session)

N1395X PRACTICUM IN CURRICULUM PROBLEMS

A non-credit course designed for curriculum students who have had limited experience with schools and school systems. Observations and seminars will give students an opportunity to view educational issues and concerns through the eyes of teachers and administrators.
(E. M. Regan, Regular Session)

N1397X SEMINAR IN CURRICULUM AND INSTRUCTION: MASTER'S LEVEL

A non-credit seminar in thesis-proposal preparation and related problems. Required of M.A. candidates and students writing a Qualifying Research Paper.
(R. Garry and Staff, Regular Session)

3300X RESEARCH SEMINAR IN CURRICULUM AND INSTRUCTION

This course is designed to acquaint students with the elements of educational research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures.

Prerequisite: 1300X
(G. L. McDiarmid, Regular Session)

3301X SYMPOSIUM IN RESEARCH IN CURRICULUM AND INSTRUCTION

An advanced symposium of staff members and students who wish to develop a more precise language for curriculum, particularly in their own fields of interest. Attention will be given to techniques of defining and categorizing, the development of theories and models, and the analysis of goals and values.
(J. Herbert, Regular Session)

3302X SEMINAR IN THE ANALYSIS OF EDUCATIONAL PROCESSES

An advanced seminar in observing, recording, and analyzing educational procedures, and the use of such information for the improvement of

curricula and instructional practices. Close attention will be given to the selection, design, and use of formal and informal techniques for observing teaching.
(J. Herbert, Regular Session)

3310X RESEARCH SEMINAR IN READING

A critical examination of recent research related to the field of reading. Consideration will be given to the types of designs being used and to the methods of collecting and analyzing data. Students will gain practice in designing and planning studies in workshop situations. Individual problems for study will also be presented by students.

Prerequisite: 1310X or 1311X
(D. Weiss, Regular Session)

3311X THE PERCEPTION OF LANGUAGE

An advanced course examining the topics listed in 1311X in depth, and emphasizing the acquisition and organization of knowledge through reading.

Prerequisite: 1311X
(F. Smith, Regular Session)

3316X RESEARCH SEMINAR IN MATHEMATICS CURRICULUM

A critical examination of recent research relevant to the learning of deductive mathematical systems. Reports and discussions by students concerning the implications of this research for next steps in curriculum

reform of secondary school mathematics.

Prerequisite: 1316X
(C. D. Carlow, Regular Session:
1970-71 and alternate years)

3319X RESEARCH SEMINAR IN APPLIED LINGUISTICS: DOCTORAL LEVEL

Description as for 1319X, but at the doctoral level.

Prerequisite: 1317X or 1318X or
permission of the instructor.
(H. H. Stern, Regular Session)

3320X RESEARCH SEMINAR IN SCIENCE EDUCATION

A critical appraisal of the empirical, philosophical, and historical research literature on education in the natural sciences. Enrollment is limited to students at the doctoral level.

Prerequisite: Permission of the
instructors.
(D. C. Campbell, F. M. Connelly, and
D. A. Roberts, Regular Session)

3340 RESEARCH SEMINAR IN AUDIO-VISUAL COMMUNICATION AND INSTRUCTIONAL TECHNOLOGY (cross-listed with the Department of Computer Applications)

The examination of various theories and models of communication, visual perception, and systems and their conceptual applicability to curriculum development and the design of instructional programs.

Prerequisites: 1340X and 1341X
(F. B. Rainsberry, Regular Session)

3352X INDIVIDUAL READING AND
RESEARCH IN CURRICULUM AND
INSTRUCTION: DOCTORAL LEVEL

Description as for 1352X, but at the doctoral level.

A number of courses in other departments of the Institute might be of interest to students in Curriculum. Special attention is directed to the following:

1210X THE LEARNING OF
MATHEMATICAL CONCEPTS

(See full course description,
Department of Applied Psychology,
page 50.)

3220X ANALYSIS OF LEARNING TASKS
(See full course description,
Department of Applied Psychology,
page 55.)

1450X PHILOSOPHY OF SCIENCE AND
SCIENCE EDUCATION

(See full course description,
Department of History and
Philosophy of Education, page 108.)

1451X PHILOSOPHICAL THEORIES ON
METHODOLOGY AND EDUCATION
IN HISTORY AND THE SOCIAL
SCIENCES

(See full course description,

Department of History and
Philosophy of Education, page 109.)

3450X ADVANCED PROBLEMS IN
PHILOSOPHY OF SCIENCE AND
SCIENCE EDUCATION

(See full course description,
Department of History and
Philosophy of Education, page 110.)

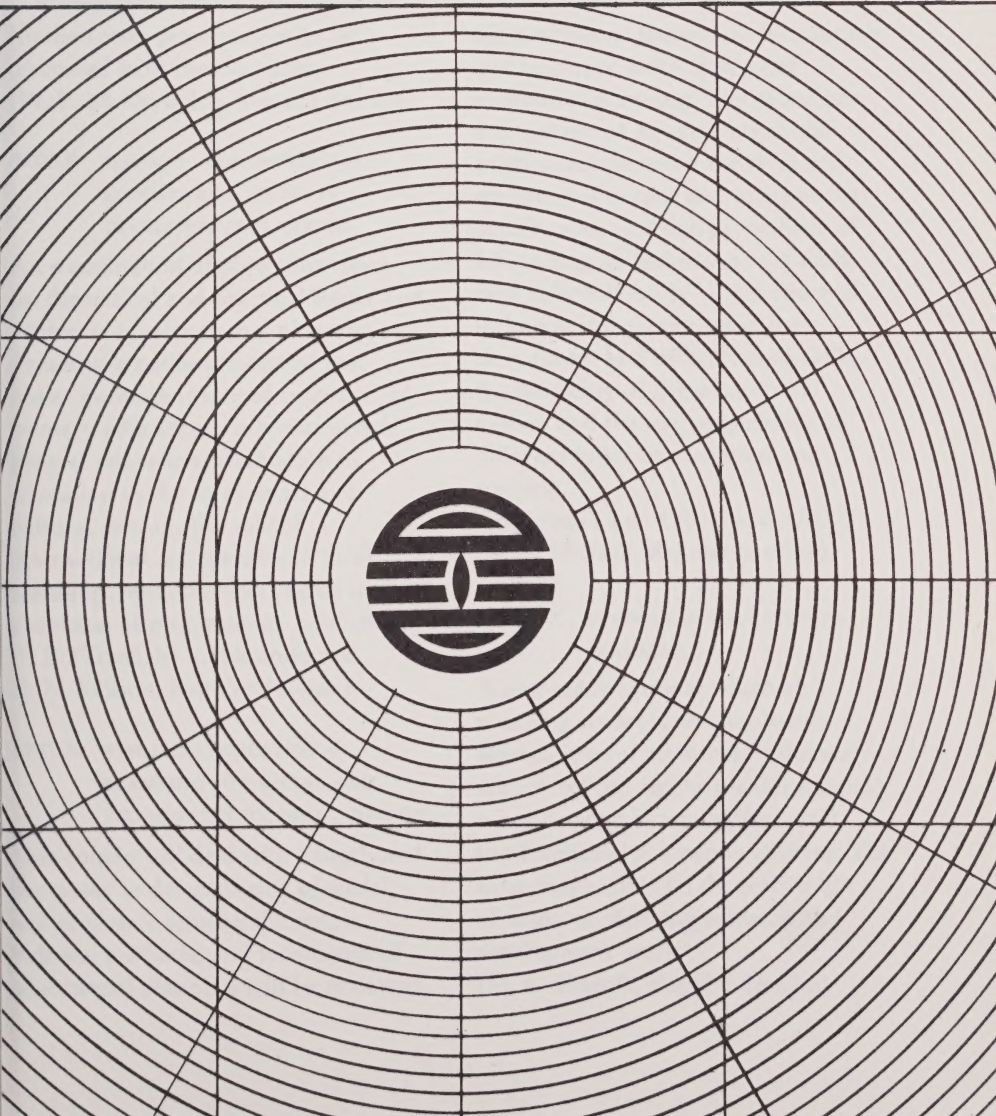
3451X PHILOSOPHICAL INQUIRY INTO
THE PROBLEMS ARISING IN THE
METHODOLOGY AND TEACHING
OF HISTORY AND THE SOCIAL
SCIENCES

(See full course description,
Department of History and
Philosophy of Education, page 110.)

1515X COMPUTERS IN THE CURRICULUM
(See full course description,
Department of Computer
Applications, page 61.)

1659X EVALUATION OF CURRENT
ISSUES IN ONTARIO EDUCATION

(See full course description,
Department of Measurement and
Evaluation, page 115.)



to stochastic processes, Markov processes, and elementary queuing theory; optimization subject to constraints by mathematical programming methods, with applications in educational systems; an introduction to the theory of games and statistical decisions, simulation and scheduling techniques.

Prerequisite: 1704X or equivalent. Mathematics prerequisites to be discussed with the instructor. (W. P. McReynolds, Regular Session)

3708X SEMINAR: CONTROVERSIAL
EDUCATIONAL ISSUES IN
DEVELOPMENT PLANNING

An examination of divergent views on theoretical and practical issues and problems of educational planning in developing nations. Some of the issues examined: rate of extension of primary education; technical versus general education; adaptation of education to the local social and cultural setting; the role of international aid agencies in local planning; and domestic versus foreign provision of post-primary education. (J. P. Farrell, M. L. Skolnik, and D. N. Wilson, Regular Session)

3710X SEMINAR: EDUCATIONAL
PLANNING FOR SOCIAL AND
ECONOMIC STRUCTURAL CHANGE

This course will deal with educational processes as determinants of social and economic structural change. Policies, methods, and techniques of educational planning will be reviewed

in the context of their contributions to the control of conflict in organizations and the resolution of competitions for a society's resources. (J. W. Holland and W. E. Alexander, Regular Session)

3712X SEMINAR: MANPOWER
PLANNING AND MANPOWER
UTILIZATION

An analysis of theoretical foundations and empirical methodology of manpower planning. Topics include the concept of an occupation, the relationship between the level and structure of output and occupational distribution, alternative methods of forecasting skilled manpower needs, skill substitutability — the effect of technological change upon the demand for and utilization of skills, the flexibility of the educational system and the exchangeability of different types of education and training.

Prerequisites: 1700X and 1703X (M. L. Skolnik, Regular Session)

N3713X SEMINAR IN EDUCATIONAL
PLANNING

A non-credit seminar which all planning students are required to attend. Several prominent speakers are invited during the regular session; a broad range of topics of interest to educational planners is covered. The main emphasis is on the reporting of ongoing planning research and development work. (M. L. Skolnik, Regular Session)

**3714X SEMINAR: THEORY AND
PRINCIPLES OF PLANNING
APPLIED TO EDUCATION**

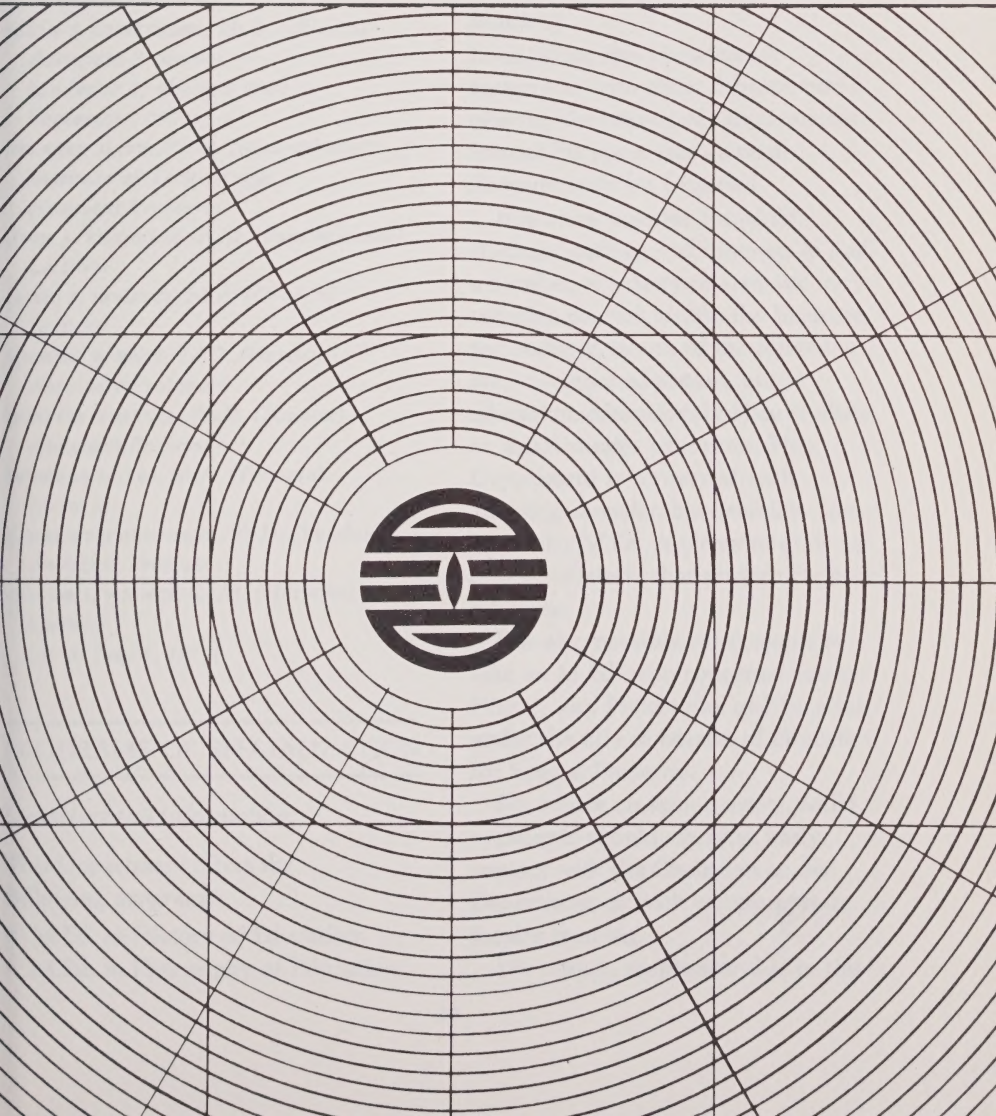
This course will cover the history and philosophy of economic planning; a comparative view of the existing planning trends in different countries; the formal techniques of economic planning and their applications to education at different levels of

decision making. Educational planning problems and processes in a particular country will be reviewed. (M. L. Handa, Regular Session)

**3752X SEMINAR: INDIVIDUAL READING
AND RESEARCH IN EDUCATIONAL
PLANNING: DOCTORAL LEVEL**

Description as for 1752X, but at the doctoral level.

History and Philosophy of Education



Department of History and Philosophy of Education

CLIVE M. BECK, *Ph.D. (New England)*
Associate Professor and Chairman of the Department

WILLARD BREHAUT, *Ed.D. (Toronto)*
Professor
(on study leave until July, 1970)

GERALD L. CAPLAN, *Ph.D. (London)*
Assistant Professor

BRIAN S. CRITTENDEN, *Ph.D. (Illinois)*
Associate Professor
(on leave of absence until September, 1970)

BERNARD DAVIS, *Ph.D. (Massachusetts Institute of Technology)*
Assistant Professor

JOHN A. EISENBERG, *A.M. (Pennsylvania)*
Lecturer

JAMES S. HOCKLEY, *M.A. (Oregon)*
Lecturer

MICHAEL B. KATZ, *Ed.D. (Harvard)*
Associate Professor

NORETTA KOERTGE, *Ph.D. (London)*
Assistant Professor

DOUGLAS MYERS, *M.A. (Toronto)*
Lecturer

E. CHRISTOPHER OLSEN, *Ph.D. (London)*
Assistant Professor

TREVOR J. WIGNEY, *Ed.M. (Harvard)*
Lecturer
(as of July 1, 1970)

PROGRAMS OF SPECIALIZATION

Departmental Information

This Department offers the following programs:

- M.Ed. in History of Education
- M.Ed. in Philosophy of Education

- M.A. in History of Education
 - M.A. in Philosophy of Education
 - Ph.D. in History of Education
 - Ph.D. in Philosophy of Education
- (The M.Phil. is also available to individual candidates. See the Calendar of the School of Graduate Studies.)

In addition, this Department cooperates with other departments in offering the Master of Education for Special Purposes (see General Requirements for Degrees).

It is often possible for M.Ed. students with special interests to find a number of closely related and very valuable courses within the Institute, for example, in one of the following areas: science education, moral education, educational policy studies, or social studies education. This Department is concerned with allowing considerable flexibility for particular M.Ed. students to draw up courses of study that provide for such interests.

It is also possible for students to take an M.Ed. with concentration in History and Philosophy of Education under the title of Master of Education for Special Purposes.

For advice on such matters, M.Ed. applicants should establish early contact with the Chairman of the Department or with an appropriate faculty member.

We wish to emphasize that in this

Department applicants with suitable academic qualifications may be admitted to an M.A. or Ph.D. program without having had professional training for teaching or professional experience. Such experience may, however, be considered important for appropriate occupational placement after graduation.

Candidates who have no teaching or other professional experience in education will normally be required to gain some knowledge of the nature and problems of contemporary schools. The specific requirements may be worked out individually for each student, with his advisor, although the extracurricular and development activities of the Institute and this Department will provide the main avenues for meeting this requirement. Lack of relevant educational experience should not, therefore, deter interested people from applying.

Under present School of Graduate Studies' regulations, a student with an M.A. in History or Philosophy but with no graduate study in education must complete four graduate half-courses, or the equivalent, in education before entering the second year of a three-year Ph.D. program. Sometimes standard history and philosophy courses may be counted as education courses for this purpose (e.g., Early Greek Thought, Theory of Knowledge). However, without these, the necessary courses must be

completed in this Department or some other graduate department of education, at OISE or elsewhere, either in summer sessions (part-time) or in a full-time make-up year (or half-year). In addition, if the M.A. did not include a thesis, the candidate must complete a Qualifying Research Paper as a prerequisite to admission.

Faculty advisors are normally assigned to new students by the admissions committee according to the apparent area of special interest. It is departmental policy, however, that students are free to make their own choice of advisor (after the initial period). Unofficial advisors can be assigned several months before registration, and applicants are encouraged to contact members of this Department for information at the earliest possible date.

All course programs in this Department are to some extent flexible, and students should work out variations with their advisors.

MASTER OF EDUCATION WITH SPECIALIZATION IN HISTORY OF EDUCATION OR PHILOSOPHY OF EDUCATION

The normal M.Ed. program will consist of eight half-courses. However, students who have not completed one year of professional education for teaching, or the equivalent, will be required to take two additional half-courses.

M.Ed. in History of Education:

At least four half-courses must be in History of Education.

M.Ed. in Philosophy of Education:

At least four half-courses must be in Philosophy of Education.

HISTORY OF EDUCATION

MASTER OF ARTS AND
DOCTOR OF PHILOSOPHY
WITH SPECIALIZATION IN
HISTORY OF EDUCATION

The program leading to the M.A. in the History of Education is designed to be completed in one year by students with an Honours B.A. degree, or the equivalent, in History. Furthermore, this program is considered a suitable first year for the program leading to a Ph.D. in History of Education.

Students with special interests or exceptionally strong backgrounds in history may be allowed to substitute relevant courses in other parts of the Institute or other departments of the School of Graduate Studies for some of the required courses in the graduate Department of History.

Students without the equivalent of an Honours B.A. in History will be required to take preliminary courses before being admitted to the one-year M.A. program.

One-Year Program Leading to the M.A.

- (a) Two half-courses in the History of Education.

- (b) Two half-courses, or the equivalent, in the Department of History of the School of Graduate Studies.

- (c) 1419X.

- (d) One elective half-course.

- (e) A thesis on a carefully delimited topic. This requirement counts as the equivalent of two half-courses.

Years 2 and 3 of the Ph.D. Program (counting the one-year program for the M.A. as Year 1)

- (a) Two half-courses, or the equivalent, in History of Education.
- (b) Two half-courses, or the equivalent, in the Department of History of the School of Graduate Studies.
- (c) Two elective half-courses.
- (d) Comprehensive reading, development of bibliographies, and an oral examination in the student's special field.
- (e) Formulation of thesis topic (deadline: October of Year 3) and presentation of thesis proposal.
- (f) Writing of a thesis.

Note: Normally, the required six half-courses will be completed in Year 2.

Since eight half-courses are required for the Ph.D. and only two may be transferred from Year 1, students should make sure that the courses selected in Year 2 provide them with the necessary major and minor subjects.

It often happens that students require more than these two residence years to produce an acceptable thesis. The thesis may be subsequently completed on a part-time basis.

COURSES IN HISTORY OF EDUCATION

Courses in the Department of History and Philosophy of Education are identified by the first two digits, 14 or 34, of the course number. It should be noted that *in this Department the initial digit (1 or 3) does not necessarily indicate course level.* Most courses can be taken at either the master's or the doctoral level.

1401X HISTORY OF EDUCATION TO 1750

Studies of major problems in the history of education before the Enlightenment, with a view to assessing the importance of that period in the heritage of modern education: e.g., classical ideals, Christianity and the relevance of theology to education, the rise of the universities, humanism and scholasticism, schools and educational ideals of the Protestant and Catholic Reformations. Attention is given to questions dealt with in recent scholarship: e.g., cultural assimilation (Greco-Roman culture to Christian culture), social structure and education (medieval society, Renaissance cities), development of visualist pedagogies (Gutenberg and

Peter Ramus), literacy rates and their social and political significance in early modern European society. (J. S. Hockley, Regular Session: after hours)

1402X HISTORY OF MODERN EUROPEAN EDUCATION

Studies in the history of European education since the Enlightenment. Problems of special interest to Canadians are considered in their European context: e.g., treatment of ethnic and cultural minorities, methods for molding national unity, democratization of schools, popular culture, European progressive education, youth and student movements. This course is open to M.Ed., M.A., and Ph.D. candidates, and also to students from other departments, with permission of the instructor. An attempt is made to shape individual study programs for each student. See also 3402X. (J. S. Hockley, Regular Session: after hours)

1403X HISTORY OF EDUCATION IN CANADA

A seminar course on selected aspects of the development of education in Canada; topical study of the development in Canada of educational administration, curriculum and methods, teacher education, and other aspects of education to be decided in class. (W. Brehaut, Regular Session: after hours)

1407X HISTORY OF MODERN BRITISH EDUCATION

This course is concerned primarily with the political, social, and educational implications of the national (i.e., state) educational controversies that mark the nineteenth-century period in Britain and the adjustments, revisions, and reforms which followed in the twentieth.

(D. Myers, Regular Session: after hours)

1409X EDUCATION, RADICAL CULTURE, AND SELF-HELP: THE HISTORICAL SETTING OF ADULT EDUCATION
(cross-listed with the Department of Adult Education)

A history of adult education movements, with particular reference to Great Britain, the United States, and Canada. This course examines various antithetical factors in the history of adult education: communal experiments and individualistic "self-help"; working class cultural and social aspirations and the paternalism of middle class philanthropy; movements and organizations; radical liberal adaptation and utopian abstractionism; independent movements and government sponsorship; political involvement and quietism; utility and classicism;

and nativism and adaptation of transmitted cultural values.
(T. J. Wigney, Regular Session: after hours)

1410X THE UNIVERSITY IN AMERICAN SOCIETY: THE COLONIAL PERIOD TO THE PRESENT
(cross-listed with Higher Education)

A survey of the relationship between social development and higher learning in the United States. Topics for discussion include: the Americanization of the idea of the university; the impact of evangelical religion on higher education; nationalism and educational thought; the role of the 19th century college in American culture; the origins of the modern university; progressivism and the purpose of higher education; development of the multiversity; student protest and restructuring of the university; and the idea of the critical university.

(M. B. Katz, Summer Session and Regular Session: after hours, 1970-71 and alternate years)

1411X THE SOCIAL HISTORY OF AMERICAN PUBLIC EDUCATION
(also listed as History 1020X, *School of Graduate Studies Calendar*, University of Toronto)

A survey of the reciprocal relationships between American social history and the development of educational thought and practice. Topics for discussion include: the

role of formal education in colonial culture; philanthropy and the education of the urban poor; origins of public education; cultural pluralism and the problem of religion in education; urbanization and educational reform; the development of bureaucracy in urban education; progressivism in theory and in practice; origins and history of segregation; and the decentralization movement in the cities.

(M. B. Katz, alternate years; not offered in 1970-71)

1412X EDUCATIONAL CONTROVERSY
AND URBAN SOCIETY IN
AMERICA

An examination of the development and contemporary state of selected controversies in American education. Major topics for discussion include race and education, the decentralization movement, and alternatives to public education. (M. B. Katz, Summer Session and Regular Session: after hours)

1417X POLITICS IN THE HISTORY OF
CANADIAN EDUCATION

Analysis of specific cases in the history of Canadian education in which political considerations have played a crucial role in educational policy decisions.

(D. Myers, Regular Session: after hours)

1419X RESEARCH SEMINAR IN THE
HISTORY OF EDUCATION

Discussion of issues in historiography and consideration of various

research projects being conducted in this Department.

(Staff, Regular Session)

1452X INDIVIDUAL READING AND
RESEARCH IN THE HISTORY OF
EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1464 POLITICS AND EDUCATION IN
UNDERDEVELOPING COUNTRIES:
A SYSTEMS ANALYSIS

A seminar course offering a comparative analysis of the role of education as an agent of social change in the "Third World." Theoretical approaches to the process of development and modernization will be examined, as well as the nature of the relationship between rich and poor nations. Cases from Africa, Asia, Latin America, and the Caribbean will all be considered, although attention to particular areas will be determined in accordance with the interests of the students.

(G. L. Caplan, Regular Session: after hours)

1466X PROBLEMS OF EDUCATION IN
SELECTED UNDERDEVELOPED
COUNTRIES

A reading course for students with

some background in "Third World" studies who wish to pursue more intensely areas of special interest. Attention may focus either on a particular problem or a particular geographical area.

(G. L. Caplan, Regular Session)

**3402X PROBLEMS IN THE HISTORY OF
MODERN EUROPEAN EDUCATION**

A continuation of 1402X (see also). Students wanting only a half-course in modern European education should register for 1402X; those wanting the equivalent of a full course should register for 1402X and 3402X. Course 3402X is recommended for candidates proceeding to an M.A. or Ph.D. in the History of Education, but it is also open to qualified M.Ed. students and students from other departments, with the permission of the instructor. Representative topics to be considered: education and Enlightenment philosophy; education and revolutions; development of national school systems; ideologies and the politics of education; schools between church and state; the "new school"; critiques and defenses of the schools in liberal states; fascist and national socialist education; and international cooperation in education.

(J. S. Hockley, Regular Session: after hours)

**3420X THE HISTORICAL STUDY OF
SOCIAL STRUCTURE**

An introduction to the empirical analysis of social structure in history;

emphasis on theoretical and methodological questions; and analysis of representative attempts to treat major aspects of social structure historically.

(M. B. Katz, Regular Session: after hours)

**3424X ASPECTS OF PROGRESSIVISM IN
ONTARIO EDUCATION**

An examination of the influence on Ontario education of diverse streams of progressivism since 1880 including: the relation of political progressivism to education; the problem of cultural transmission, adaptation, and identity in a derivative society; the influence of business and industry on schooling; populism and agrarian influences on education; the quest for a "science" of education; the reaction to American and European influences; the child study movement; the growth of educational measurement; testing and guidance; "scientific" management of schools; and the influence of political and social philosophies on curricula and methods, e.g., those of Herbart, Hegel, Froebel, Pestalozzi, Rousseau, Montessori, James, and Dewey.

(T. J. Wigney, Regular Session: after hours)

**3452X INDIVIDUAL READING AND
RESEARCH IN THE HISTORY OF
EDUCATION: DOCTORAL LEVEL**

Description as for 1452X, but at the doctoral level.

PHILOSOPHY OF EDUCATION

**MASTER OF ARTS WITH
SPECIALIZATION IN
PHILOSOPHY OF EDUCATION**

Candidates will be admitted to a one-year course for this degree provided philosophy has been a major subject in their bachelor's degree. The Honours B.A. philosophy courses offered by the University of Toronto will be taken as the standard for assessing the extent and level of work done in philosophy by graduates from other universities. In certain cases, some additional course work or reading in philosophy may be required.

Candidates who are accepted for this degree but who do not have an adequate background in philosophy will be required to undertake preliminary study in philosophy.

One-year Program Leading to the M.A.

- (a) Three half-courses in Philosophy of Education.
- (b) Two half-courses, or the equivalent, in the Department of Philosophy of the School of Graduate Studies.
- (c) One elective half-course which may be taken in another department of the Institute.
- (d) A thesis. This requirement counts as the equivalent of two half-courses.

**DOCTOR OF PHILOSOPHY
WITH SPECIALIZATION IN
PHILOSOPHY OF EDUCATION**

The usual requirement for admission to this degree is an M.A. in Philosophy of Education in which the student has maintained a minimum average of high second class (or equivalent).

Students who have an M.A. in Philosophy will also be admitted, subject to the condition mentioned under Programs of Specialization (see page 100).

*Years 2 and 3 of the Ph.D. Program
(counting the one-year program for the M.A. as Year 1)*

The normal requirements for this program are as follows:

- (a) Two half-courses in Philosophy of Education.
- (b) 3454X.
- (c) Two half-courses, or the equivalent, in the Department of Philosophy of the School of Graduate Studies.
- (d) One elective half-course.
- (e) A comprehensive study. This involves: (i) the preparation of a critically annotated, selected bibliography of recent work in the area within which the student's thesis falls; (ii) a summary of current main problems, positions, methods, etc. in this area. There will be an

assessment based on the written presentation and an oral examination by the student's thesis committee.

(f) Writing of a thesis.

Note: Normally, the required six half-courses will be completed in Year 2.

Since eight half-courses are required for the Ph.D. and only two may be transferred from Year 1, students should make sure that the courses selected in Year 2 provide them with the necessary major and minor subjects.

It often happens that students require more than these two residence years to produce an acceptable thesis. The thesis may be subsequently completed on a part-time basis.

COURSES IN PHILOSOPHY OF EDUCATION

Courses in the Department of History and Philosophy of Education are identified by the first two digits, 14 or 34, of the course number. It should be noted that *in this Department the initial digit (1 or 3) does not necessarily indicate course level.* Most courses can be taken at either the master's or the doctoral level.

1430X PHILOSOPHY OF MIND IN EDUCATION

Topics in philosophy of mind of importance to education will be

selected, according to the interests of seminar participants, from the following: the concept of experience, the private language problem, consciousness and intentionality, and emotion and its expression; the mind-body problem; action, intention, responsibility, motivation; and the concept of a person.

Prerequisite: B.A. major in philosophy or permission of the instructor.

(E. C. Olsen, Regular Session: after hours)

1432X KNOWLEDGE, MIND, AND HUMAN BEINGS

This course is designed primarily for those without extensive background in philosophy. It will consider selected topics of particular concern to educators from the areas of philosophy of mind and theory of knowledge: e.g., experience, mind, emotion, thought, behavior; self-knowledge, knowledge of others, knowledge of the empirical world; concepts; and teaching, learning, and understanding. The underlying concern will be to develop a conceptual account of a person as an educable being.

(Not open to students registered in 1430X or 3431X. Please consult the instructor when choosing from the three courses.)

(E. C. Olsen, Summer Session and Regular Session: after hours)

1434X PHILOSOPHICAL ASPECTS OF THE
RELATIONSHIP BETWEEN SCHOOL
AND SOCIETY

Topics will include the nature of educational value; authority and freedom in education; academic freedom; equality in education; the role of the school as an agent of social change; the determination of policies for education in a pluralistic society; indoctrination; democracy and excellence in education.

(B. S. Crittenden, Regular Session: after hours)

1438X PHILOSOPHY OF PRACTICAL
INQUIRY AND THE STUDY OF
EDUCATION

Philosophical questions will be raised in the following problem areas, with particular reference to the nature of educational inquiry: policy theory, utility theory, decision theory; future planning; holistic versus piecemeal and incremental approaches; trial and error, controlled risk; conflict of interest, compromise; principles, rules; policy statements, propaganda, slogans; logic and truth in the context of practical inquiry.

(C. M. Beck, Regular Session: after hours)

1441X MORALS AND MORAL
EDUCATION

A discussion of the nature of morality: universalizability; naturalism in morals; objectivity; justification of moral judgments;

moral rules; moral character traits; justice and equality; form and content in moral education; stages of moral development; discovery versus indoctrination; and the place of reason in action.

(C. M. Beck, Summer Session and Regular Session: after hours)

1442X PROBLEMS IN MORALS AND
MORAL EDUCATION

A detailed discussion of specific problems such as: overridingness of moral principles; the problem of moral diversity; the "Naturalistic Fallacy"; nonobjective moral utterances; public and private morality; the self versus others; utilitarianism; ethical pluralism and moral education; socialization versus development; and mixed motivation.

(C. M. Beck, Summer Session and Regular Session: after hours)

1450X PHILOSOPHY OF SCIENCE AND
SCIENCE EDUCATION
(cross-listed with the
Department of Curriculum)

A study of various theories about the structure, empirical basis, and growth of science, especially those of Popper, Carnap, Hempel, and Kuhn.

Considerable use will be made of concrete examples drawn from the history of science and from modern science. Previous work in philosophy is not essential.

(N. Koertge, Regular Session: after hours)

1451X PHILOSOPHICAL THEORIES ON
METHODOLOGY AND EDUCATION
IN HISTORY AND THE SOCIAL
SCIENCES
(cross-listed with the
Department of Curriculum)

A consideration of some of the major contemporary positions (e.g., those of Hempel, Collingwood, Dray, MacIver, Winch, Bruner, Fenton, etc.) on methodology in history and the social sciences and the relevance of these theories for social science education. Emphasis is placed on views of explanation; theory testing; modes of reasoning; the place and treatment of rules; and the application of theories on the nature of history and the social sciences to the teaching of these subjects.
(J. A. Eisenberg, Regular Session: after hours)

1453X INDIVIDUAL READING AND
RESEARCH IN PHILOSOPHY OF
EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not available in existing courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3431X THEORY OF KNOWLEDGE IN
EDUCATIONAL INQUIRY

This seminar is complementary to, but does not assume that the student has taken course 1430X. Topics are

selected from the following: knowledge and its relation to belief, truth, and evidence; sensation, perception, and observational knowledge; knowledge of other minds; self-knowledge and self-deception; understanding; teaching and learning; learning theories. The emphasis is on conceptual clarification rather than on empirical investigation.
(E. C. Olsen, Regular Session: after hours)

3434X ETHICS AND VALUE THEORY IN
EDUCATION

An analysis of the ethical aspects involved in the role of the school and in the educative process: (i) the general relevance of ethics and value theory to education; (ii) ethical problems which arise from the situation of common schools in a pluralistic society; (iii) the content and method of moral education; (iv) other aspects of the curriculum and the life of the school.
(B. S. Crittenden, alternate years; not offered in 1970-71)

3436X AESTHETICS AND EDUCATION
In general, a discussion of (i) the role of the school and specific aspects of the educative process from the viewpoint of aesthetic value, and (ii) philosophical aspects of teaching and learning in the realm of aesthetic value. Special attention will be given to the following: the nature of an aesthetic object; aesthetic experience; descriptive, interpretative, and

evaluative didactic statements about aesthetic objects; art and society; the bearing which theories of literary criticism have on the purposes, organization, and methods of teaching literature.

(B. S. Crittenden, Regular Session: after hours)

3450X ADVANCED PROBLEMS IN
PHILOSOPHY OF SCIENCE AND
SCIENCE EDUCATION
(cross-listed with the
Department of Curriculum)

Topics may vary according to the interests of the seminar, but will include current work by Feyerabend on theoretical pluralism and by Post on heuristics in science.

Prerequisite: 1450X or permission of the instructor.

(N. Koertge, Regular Session: after hours)

3451X PHILOSOPHICAL INQUIRY INTO
THE PROBLEMS ARISING IN THE
METHODOLOGY AND TEACHING
OF HISTORY AND THE SOCIAL
SCIENCES
(cross-listed with the
Department of Curriculum)

A problem course dealing with

current philosophical problems in the areas designated. The specific problems to be discussed will be determined by the members of the seminar. Such topics as objectivity, causality, reasoning procedures, the "logic" of discovery, procedures of validation, the nature of cognitive structures, and the teaching of cognitive structures are among those to be considered.

(J. A. Eisenberg, Regular Session: after hours)

3453X INDIVIDUAL READING AND
RESEARCH IN PHILOSOPHY OF
EDUCATION: DOCTORAL LEVEL

Description as for 1453X above, but at the doctoral level.

3454X PRACTICE OF PHILOSOPHICAL
INQUIRY

This course is required of all Ph.D. candidates. Students will write two carefully developed papers in philosophy of education and present them for intensive discussion with a member of staff.

(Staff, Regular Session)

Measurement and Evaluation

Department of Measurement and Evaluation

Faculty of Education

University of the Western Cape

Private Bag X17, Bellville 7535

South Africa

Telephone: (021) 959 1200

Fax: (021) 959 1201

E-mail: info@uwc.ac.za

Website: www.uwc.ac.za

Department of Measurement and Evaluation

Faculty of Education

University of the Western Cape

Private Bag X17, Bellville 7535

South Africa

Telephone: (021) 959 1200

Fax: (021) 959 1201

E-mail: info@uwc.ac.za

Website: www.uwc.ac.za



Department of Measurement and Evaluation

VINCENT R. D'OYLEY, Ed.D. (Toronto)
Professor and Chairman of the
Department

SABIR A. ALVI, Ph.D. (Indiana)
Associate Professor, cross-appointed
from the Office of the Coordinator of
Graduate Studies

SHMUEL M. AVITAL, Ed.D. (Toronto)
Associate Professor, cross-appointed
to Applied Psychology
(on leave of absence until
September, 1970)

RAGHU P. BHARGAVA, Ph.D. (Stanford)
Associate Professor

DONALD F. BURRILL, Ph.D. (Cornell)
Assistant Professor, cross-appointed
to the Office of the Coordinator of
Research and Development Studies

GLEN T. EVANS, Ph.D. (Queensland)
Associate Professor, cross-appointed
to Applied Psychology

ALEX EVEN, Ph.D. (Toronto)
Assistant Professor

W. GERALD FLEMING, Ed.D. (Toronto)
Professor, cross-appointed from the
Office of the Coordinator of Graduate
Studies

DOROTHY M. HORN, Ed.D. (Columbia)
Assistant Professor

SAR B. KHAN, Ph.D. (Florida State)
Assistant Professor

RODERICK P. MC DONALD, Ph.D. (New
England)
Professor

SHIZUHIKO NISHISATO, Ph.D. (North
Carolina)
Associate Professor

JOAN PRESTON, Ph.D. (Western Ontario)
Assistant Professor, cross-appointed

from the Department of Psychology,
University of Toronto

DENNIS M. ROBERTS, Ed.D. (Florida State)
Assistant Professor

ARTHUR I. ROTHMAN, Ed.D. (State
University of New York)
Assistant Professor, cross-appointed
from the Faculty of Medicine,
University of Toronto

ROBERT F. SCHWEIKER, Ed.D. (Harvard)
Associate Professor

ROSS E. TRAUB, Ph.D. (Princeton)
Associate Professor

JOEL WEISS, Ph.D. (Chicago)
Assistant Professor, cross-appointed
from Curriculum

ASSOCIATED INSTRUCTORS:

DOV FRIEDLANDER, Ph.D. (Queen's)
Assistant Professor, York University

RUSTUM J. SETHNA, Ed.D. (Indiana
University)
Ontario Counseling and Personnel
Services and Instructor, Ryerson
Polytechnical Institute

PROGRAMS OF SPECIALIZATION

The Department offers work at both the master's and doctoral levels, although it is hoped that students who are selected will complete the doctoral program. The M.Ed. is ordinarily a terminal degree, while the M.A. is viewed as one step toward the doctorate. The general requirements for the M.Ed., M.A., and Ph.D. degrees are detailed on pages 22 to 28. Specific requirements

for the different degree programs are given in a brochure which may be obtained from the Department.

The basic goal of the Department is to train students to become competent researchers in the fields of measurement and quantitative experimental methods and theory.

Graduate work in these fields usually involves considerable training in the areas of descriptive and inferential statistics, classical and modern test theory, scaling theory, quantitative psychology, various aspects of test development, and research methods appropriate for designing and executing empirical investigations. As he approaches the completion of his course work, the doctoral student will be required to take a comprehensive examination before pursuing his doctoral research.

All M.A. and Ph.D. students will be required by the end of their first year of residence to demonstrate competence in FORTRAN IV or PL/I computer programming techniques. Where necessary, special short courses of about twelve to fifteen hours will be arranged.

In addition, proficiency in certain aspects of matrix theory and calculus will be required of Ph.D. candidates. Short courses will be provided for those wishing instruction in these areas.

COURSES

A course is identified with this

Department when the first two digits are either 16 or 36. Courses at the 1600 level are generally considered introductory while the 3600 courses are more advanced. However, this does not imply that doctoral students cannot receive credit for 1600-level courses or that master's students cannot take 3600-level courses.

Note: From time to time, Measurement and Evaluation offers short non-credit courses in descriptive statistics, matrix algebra, calculus, and other topics. Please consult this Department or the *Schedule of Graduate Courses* for current offerings.

1605X TEST CONSTRUCTION

A course providing an introduction to the theory of mental tests and experience in constructing educational and psychological measuring instruments. During this course, students are expected to construct a measuring instrument and pretest it.

Prerequisites: 1610X and 1666X or equivalents (or concurrent registration in these courses). (Staff, Summer Session and Regular Session)

1610X INTRODUCTION TO MEASUREMENT AND EVALUATION

A presentation of the basic principles of testing. Topics covered will include a *brief* review of descriptive statistics; discussions of the concepts of reliability, validity, and norms; the

construction of teacher-made tests; and an examination of selected standardized aptitude, achievement, and personality tests.

Prerequisite: A knowledge of descriptive statistics is expected. A student lacking this background is required to contact the Department *at least three weeks prior to the first meeting of the course* in order to arrange for appropriate make-up work.

(Staff, Summer Session and Regular Session)

1611X ESSENTIALS OF PSYCHOLOGICAL TESTING FOR GUIDANCE PERSONNEL

A survey of the measuring instruments used by school guidance personnel. Topics included are a *brief* review of the criteria used to evaluate measuring instruments, a study of the psychological theories underlying the most frequently used psychological tests, and actual experience in the administration of tests and in the interpretation of test results.

Prerequisite: Same as 1610X.
(S. A. Alvi, Summer Session and Regular Session)

1652X INDIVIDUAL READING AND RESEARCH IN MEASUREMENT: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in the available courses. While course credit

is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Prerequisite: None, if the project is primarily library research; 1660X and 1666X, or equivalents, if the project is empirical research.

1659X EVALUATION OF CURRENT ISSUES IN ONTARIO EDUCATION (cross-listed with the Department of Curriculum)

The specific content will depend on current issues — the first course focused on the Hall-Dennis report. This approach emphasizes the critical reading of research reports and other literature, with varied points of view, relating to the issue; practical problems of implementation; and the evaluation of the results of implementation. It is expected that the topics will be such as to encourage participation of speakers both from within and outside OISE departments. The student should be informed as to the issues to be investigated before enrolling.
(Staff, Regular Session)

1660X INTRODUCTION TO EMPIRICAL RESEARCH IN EDUCATION

The general emphasis is on developing critical readers of research and other evaluative educational literature. A consideration of basic concepts, methods, and problems in educational research. Topics may include: steps in the research process, formulation of hypotheses, design of

research instruments, methods of data collection, and the writing of research reports. Students may be required to conduct a small research project.

(Staff, Summer Session and Regular Session)

1666X BASIC CONCEPTS OF STATISTICS

Elementary probability and statistical inference, with applications to the behavioral sciences. Topics include estimation and hypothesis testing up through simple correlation, regression, and one-way analysis of variance. Students from some departments may be required to attend a research seminar in their own department as part of the requirements for this course.

(Staff, Summer Session and Regular Session)

1670X INTRODUCTION TO FACTOR ANALYSIS

The course will include an introductory treatment of the linear factor model with consideration of the analytical techniques for estimating communalities, extracting factors, rotation, and estimation of factor scores. Problems of design and interpretation will be discussed, together with a wide variety of research applications derived from the recent literature.

Prerequisite: Permission of the instructor.

(S. B. Khan, Summer Session and Regular Session)

1680X INTRODUCTION TO PSYCHOMETRIC METHODS

This course includes classical and modern psychophysics, methods of paired comparisons, successive categories, summated ratings, scalogram analysis, Coombs' unfolding technique, latent structure analysis, and information-transmission analysis.

Prerequisite: 1666X or permission of the instructor.

(S. Nishisato, Regular Session)

3602X FACTOR ANALYSIS AND RELATED TECHNIQUES

Beginning with the advanced problems of factor analysis (e.g., problems of metric and statistical estimation, factor invariance, rotation criteria, multi-mode factor analysis, nonlinear models, and questions of design and interpretation), the course also includes such topics as image analysis, simplex analysis, latent structure analysis, and latent partition analysis. Applications to educational and psychological problems will be discussed.

Prerequisites: 1605X, 1666X, and 1670X, or equivalents.

(G. T. Evans, Regular Session)

3605X THEORY OF MENTAL TESTS

A study of the statistical theory of mental tests beginning with the classical test theory model and proceeding to a consideration of selected recent developments in the field.

Prerequisites: 1610X and 3666X (or concurrent registration in 3666X), or equivalents.

(R. E. Traub, Regular Session)

3608X PERSONALITY MEASUREMENT

This course is concerned with test theory as it applies to personality measurement. It includes an examination of methodologies and problems in the construction of personality tests; test standards; response styles; problems in measuring particular personality characteristics; actuarial prediction; statistical methods of decision-making in selection and personality assessment; the ethics of personality assessment.

Prerequisite: 1670X or equivalent, or permission of the instructor.
(J. Preston, Regular Session)

3637X PSYCHOLOGICAL SCALING THEORY

Emphasis on rigorous statistical bases for scaling procedures. The procedures outlined are current Thurstonian scaling procedures, optimal scaling, metric and non-metric multidimensional scaling, and Coombs' system. Discussion of algebraic structure of measurement. Practical applications of the developed procedures will be illustrated.

Prerequisites: 1680X and 3666X (or concurrent registration in 3666X), or equivalents.
(S. Nishisato, Regular Session)

3652X INDIVIDUAL READING AND RESEARCH IN MEASUREMENT: DOCTORAL LEVEL

Similar to 1652X but at the doctoral level.

Prerequisites: 1660X and 1666X, or equivalents.

3664 MATHEMATICAL STATISTICS

Sample space, probability measure, random variable, distribution function, probability mass function, probability density function, expectation, sampling distribution of t , X^2 , and F , likelihood, sufficiency, estimation and testing of hypothesis, etc.

Prerequisite: Permission of the instructor.
(Staff, Regular Session)

3666X INTERMEDIATE STATISTICS AND RESEARCH DESIGN

Analysis of variance with complete and incomplete designs, multiple regression, multiple correlation, and analysis of covariance; formulation and application of mathematical models of design and analysis.

Prerequisite: 1666X or equivalent.
(Staff, Summer Session and Regular Session)

3667 ANALYSIS OF VARIANCE

Analysis of variance for one-way and two-way classification models, general linear hypothesis, balanced incomplete block designs, factorial experiments, confounding, least squares, linear and multiple

regression, fitting of orthogonal polynomials, covariance analysis, etc.

Prerequisite: Permission of the instructor.

(Staff, Regular Session)

3668X MULTIVARIATE ANALYSIS WITH APPLICATIONS

Discussions of Hotelling's T^2 , multivariate general linear hypothesis, principal component analysis, canonical correlations, and discriminant functions.

Prerequisites: 3667 or equivalent, plus some knowledge of matrix theory and calculus.

(R. P. Bhargava, Regular Session; to be offered only if there is sufficient demand)

3674X ADVANCED SEMINAR IN MEASUREMENT AND EXPERIMENTAL DESIGN

Consideration of advanced theoretical and empirical topics in measurement, and a detailed examination of experimental designs relevant to educational research.

Prerequisites: 1610X, 1660X, and 3666X, or equivalents.

(Staff, Regular Session)

3675X MATRIX THEORY WITH STATISTICAL APPLICATIONS

Discussion of results of matrix algebra relevant to the mathematical treatment of statistical or psychometric models for multivariate analysis. Topics to be included: generalized and conditional inverse,

systems of linear equations, special matrices, differentiation and integration of functions of matrices, the generalized eigenproblem, and special decompositions and representations.

Prerequisite: Permission of the instructor.

(R. P. McDonald, Regular Session)

3676X THE GENERAL THEORY OF STATISTICAL AND PSYCHOMETRIC MODELS

A survey of a class of metric models for the analysis of multivariate response data. Comparison and contrast of the essential properties of the models, and applications to educational data. Topics to be included: the general linear hypothesis; principal component analysis; canonical variate analysis; discriminant functions; common factor analysis (linear and nonlinear); latent trait theories, including aspects of test theory; analysis of covariance structures; and multivariate analysis of variance.

Prerequisite: Permission of the instructor.

(R. P. McDonald, Regular Session)

The following course might also be of special interest to students in Measurement and Evaluation:

1360X THE EVALUATION OF CURRICULUM AND INSTRUCTION

(See full course description, Department of Curriculum, page 72.)

Sociology in Education

Department of Sociology in Education



Department of Sociology in Education

JAN J. LOUBSER, Ph.D. (Harvard)

*Associate Professor and Chairman of
the Department, cross-appointed to
the Department of Sociology,
University of Toronto*

MARTHA K. BAUM, Ph.D. (Harvard)

Assistant Professor

RICHARD A. CARLTON, Ph.D. (Toronto)

Assistant Professor

ANDREW EFFRAT, M.A. (Harvard)

*Lecturer, cross-appointed to the Office
of the Coordinator of Research and
Development Studies*

MICHAEL FULLAN, Ph.D. (Toronto)

Assistant Professor

EDWARD B. HARVEY, Ph.D. (Princeton)

*Associate Professor, cross-appointed
to the Department of Sociology,
University of Toronto*

DAVID LIVINGSTONE, B.A. (British

Columbia)

Lecturer

DAVID B. NOLLE, M.A. (Vanderbilt)

Lecturer

WILLIAM G. SPADY, Ph.D. (Chicago)

Associate Professor

appropriate to the individual's particular interests and background in the Department of Educational Theory or in other departments of the School of Graduate Studies.

Interested students may obtain descriptions of the programs currently being tested by the Department by writing to Dr. Jan J. Loubser, Chairman, Department of Sociology in Education, OISE.

COURSES

A course is identified as Sociology in Education when the first two digits in the course number are 19 or 39.

1900X INTRODUCTION TO SOCIOLOGY IN EDUCATION

An introduction to sociology in education for students following a program concentrating in this field. Consideration will be given to such topics as classrooms as socialization settings, schools as complex organizations, the role structures of educational institutions, and the evolution of educational systems.
(A. Effrat, Regular Session)

1901X THE SOCIOLOGY OF CANADIAN EDUCATION

An analysis of educational systems in Canada, dealing with regional, social, and cultural differences.
(Staff, Regular Session)

PROGRAMS OF SPECIALIZATION

Special programs leading to an M.Ed., M.A., or Ph.D. with specialization in Sociology in Education, including several joint programs with other departments, are being developed and can be worked out for individual students. Such programs would include courses in Sociology in Education as listed on the following pages, together with related courses

1905X APPLIED SOCIOLOGY

The study of ongoing educational operations and problems from a sociological perspective. This course will include field experience, work in developmental projects, and case method study.

(Staff, Regular Session)

1931X EDUCATION AND MODERNIZATION: COMPARATIVE PERSPECTIVES

A sociological analysis of the role of education in modernizing societies. The course will survey the existing literature on the meaning of the concept of modernization and the role of education in the modernization process. This course will also involve a consideration of the available data on the difference education makes in various aspects of social development. (M. Fullan, Regular Session)

1935X FUTURE SOCIETIES AND EDUCATION

A critical review of scientific studies of the future and the construction of further speculative theories. The character and role of education in both affluent and impoverished societies of the future will be emphasized. Attention will also be given to political and economic participation, general implications of leisure time, world federalism, and social consequences of the biological revolution.

(D. W. Livingstone, Regular Session)

1940X COMPARATIVE EDUCATION: THEORIES OF EDUCATIONAL DEVELOPMENT

The construction and verification of theories of educational development. This will involve a discussion of critical dimensions of educational and national development, a review of general social theorists' ideas on social change, the construction of theoretical models of educational development, the derivation of critical propositions from these models, and comparative analysis, particularly of modern nation-states, to test such propositions.

(D. W. Livingstone, Regular Session)

1952X INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student which are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1960X SOCIOLOGICAL RESEARCH METHODS IN EDUCATION

An introduction to basic research methods appropriate for sociologists working in the field of education. General consideration will be given to the technical problems involved in the collection, analysis, and interpretation of data, with emphasis on the logic underlying the research process.

Consideration will also be given to survey design and analysis, with the focus on the analysis and interpretation of sociological data collected by the students and/or provided by the staff. Some statistics will be introduced and use of mechanized equipment for processing data will be necessary to complete the assigned term paper.
(D. B. Nolle, Regular Session)

1970X SOCIOLOGICAL THEORY IN EDUCATION

A review of sociological theory with particular reference to contemporary sociological theory and its implications for studies in the sociology of education. Among the issues considered will be linkages between earlier sociological theories and contemporary work in the field, the nature of scientific enquiry, theory evaluation and building, theories of social systems, middle-range theory and social behaviorism, and neo-evolutionary theories of society.
(E. B. Harvey, Regular Session)

1985X THE SCHOOL AND THE SOCIOLOGY OF WORK

Basic structural characteristics of modern industrial societies and their educational institutions are analyzed to provide a background for the interpretation of occupational groups and structures. This is a course aimed at providing school personnel with a knowledge of industrial structure and

the sociology of industry, and is an option in the Sociology in Education program.
(Staff, Regular Session)

1995X SCHOOL AND SOCIETY

An analysis of the reciprocal relations between school and society. The influence of political and economic structures in shaping the educational systems of various societies. The relevance of different types of schooling in facilitating political and economic participation and cultural enrichment. Empirical attention will be given to societies at every level of general development, with particular emphasis on Canada. This course is intended for students not following a program concentrated in Sociology in Education.
(Staff, Regular Session)

1996X THE SOCIAL STRUCTURE OF THE SCHOOL

An analysis of the social relationships and structures in the school and of their impact on learning, student behavior, and performance.
(Staff, Regular Session)

3900X SOCIOLOGY OF SCHOOL SYSTEMS

Concepts and theories of social systems will be used to examine educational institutions and their component parts. The basic goals and functions of educational systems that interact with the system of social stratification will be used as a starting point for analyzing the nature of

organizational structures, professional work roles, patterns of recruitment and socialization, reward structures, and the emergence of distinctive subcultures.

(W. G. Spady, Regular Session)

3905X SOCIAL SYSTEMS ANALYSIS OF
EDUCATION

An attempt to apply social systems theory to the analysis of educational systems, from the national to the classroom level, and to deal with the interchanges between such systems and their environments.

(Staff, Regular Session)

3910X FORMAL ORGANIZATION IN
EDUCATION

A consideration of the principal theoretical and empirical works on the nature, operation, and evolution of formal organizations. Generalization from and specification to educational organizations.

(Staff, Regular Session)

3920X SOCIALIZATION, ADOLESCENCE,
AND EDUCATION

An examination of various socialization theories, and the works of their proponents, with emphasis upon their implications for selected aspects of the educational process.

(D. B. Nolle, Regular Session)

3925X ADOLESCENT DEVIANCE AND
THE SCHOOLS

An examination of adolescent

deviance in the school setting and the process of social typing, with emphasis on the accommodative responses of peers, teachers, and parents. The educational implications of the existence of deviant subcultures will also be considered.

(R. A. Carlton, Regular Session)

3930X EDUCATION AND SOCIAL
CHANGE IN INDUSTRIAL
SOCIETY

An examination of the impact of major social changes on education and of education as a factor in social change.

(M. Fullan, Regular Session)

3950X RESEARCH SEMINAR IN THE
SOCIOLOGY OF HIGHER
EDUCATION
(cross-listed with Higher
Education)

Major theoretical formulations and empirical research findings provide the basis for an examination of issues and problems surrounding the field of higher education. Attention will focus on the development of a variety of conceptual and methodological frameworks suitable for exploring research problems of interest to the student.

(W. G. Spady, Regular Session)

3952X INDIVIDUAL READING AND
RESEARCH IN SOCIOLOGY IN
EDUCATION: DOCTORAL LEVEL

Description as for 1952X, but at the doctoral level.

3960X ADVANCED ISSUES IN
SOCIOLOGICAL RESEARCH
METHODS IN EDUCATION

A focus on advanced issues in design, measurement, and analysis in sociological research in education.

Attention is given to topics concerning causal inferences in both static and dynamic non-experimental designs, causal approaches to measurement, and the appropriate situations for the application of different types of multivariate techniques of analysis such as multiple regression, analysis of variance and covariance, and factor analysis.

(Staff, Regular Session)

3970X ADVANCED SOCIOLOGICAL
THEORY IN EDUCATION

A seminar organized as a theory workshop to develop sociological theory applications to education.
(J. J. Loubser, Regular Session)

3975X THEORY BUILDING IN
SOCIOLOGY IN EDUCATION

The theoretical, methodological examination of monographs in the field of sociology in education with focus on their contribution to adequate methodological design and theoretical conceptualization.

(Staff, Regular Session)

Department of Special Education

Special Education, 2000-2001

Special Education, 2000-2001

Special Education, 2000-2001

Special Education, 2000-2001

Special Education, 2000-2001

Special Education, 2000-2001

Special Education, 2000-2001

Special Education, 2000-2001

Special Education, 2000-2001

Special Education, 2000-2001

Special Education, 2000-2001

Special Education, 2000-2001

Special Education, 2000-2001

Special Education, 2000-2001



Department of Special Education

W. BRYAN DOCKRELL, Ph.D. (Chicago)
*Professor, Chairman of the
Department, and Director of the
Educational Clinic*

JOHN B. FOTHERINGHAM, M.D. (McGill)
Associate Professor

ERIC W. HOPWOOD, M.Ed. (Hull)
Lecturer

SOLVEIGA MIEZITIS, Ph.D. (Toronto)
*Assistant Professor, cross-appointed
from Applied Psychology and to the
Educational Clinic*

DOROTHY SHIPE, Ph.D. (George Peabody)
Associate Professor

HARRY SILVERMAN, Ph.D. (London)
*Assistant Professor, cross-appointed
from Applied Psychology and to the
Educational Clinic*

ASSOCIATED INSTRUCTORS:

EDWARD J. ROSEN, M.D.C.M. (McGill)
*Associate Professor, Department of
Psychiatry, University of Toronto*

JAMES A. TUCK, Ph.D. (Toronto)
*Director of Psychological Services,
Rehabilitation Foundation for the
Disabled*

PROGRAMS OF SPECIALIZATION

For some years now, the Department of Applied Psychology has offered programs leading to graduate degrees in educational theory to those students whose scholarly and professional interests lay in special education. In recognition of the widespread interest in this sub-field, continuing expansion of staff and

resources have led to the establishment of a separate Department of Special Education.

This new Department integrates the resources of the Institute in special education for administrative convenience and provides added thrust for promoting activities in special education. Former graduate programs have been strengthened. Close working relationships with other departments continue, particularly those with the Departments of Applied Psychology, Curriculum, and Sociology in Education, as well as with the Educational Clinic.

Graduate programs leading to the educational theory degrees of M.Ed., M.A., and Ph.D. are available. The general requirements for these degrees are detailed on pages 22 to 28.

MASTER OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

The Master of Education program is designed primarily for classroom teachers who desire training in one specific aspect of special education, and also for those who seek a more extensive background in special education. However, under exceptional circumstances, students without a teaching background may also enroll in this program.

Enrolling students are ordinarily expected to have had at least three recent undergraduate courses, or the equivalent, in the behavioral sciences. If this is not the case, the following prerequisite courses are required in addition to the regular degree program:

- 1200X** Introduction to Educational Psychology
- 1201X** Child and Adolescent Psychology

The regular M.Ed. program demands a minimum of eight half-courses, chosen in consultation with an advisor, to form an integrated sequence as follows:

Group A

- 1288X** Seminar and Practicum in Special Education
(This course is compulsory.)

Two or three additional half-courses selected from:

- 1280X** Exceptional Children and Youth
- 1281X** The Education of the Mentally Retarded and the Slow Learner: Seminar and Practicum
- 1282X** The Physically Handicapped
- 1283X** Psychology and Education of the Gifted
- 1284X** Behavior Disorders in Relation to Education
- 1285X** Children with Special Learning Disabilities
- 1286X** Educational Techniques for Emotionally Disturbed Children

- 1287X** Psychology of Mental Retardation

Group B

One half-course selected from:

- 1205X** Individual Intellectual Assessment
- 1610X** Introduction to Measurement and Evaluation
- 1611X** Essentials of Psychological Testing for Guidance Personnel

Group C

Three or four half-courses selected from:

- 1013X** Supervisory Relationships
- 1202X** Theories and Techniques of Counseling
- 1203X** Practicum in Counseling
- 1206X** Seminar: Learning and Cognitive Processes in Education
- 1300X** Foundations of Curriculum Development
- 1302X** Recent Developments in Elementary Education
- 1303X** Recent Developments in Secondary Education
- 1311X** Reading and Language Comprehension
- 1312** Appraisal of Reading Proficiency and Remediation

Other approved courses.

Since courses in certain areas of interest in special education are not currently available at the Institute, it is possible to arrange, for individual students, programs that include up to

two half-courses taken in a graduate program at another university.

MASTER OF ARTS WITH SPECIALIZATION IN SPECIAL EDUCATION

A Master of Arts program in Educational Theory, with specialization in Special Education, can be worked out for individual students who wish to pursue either a research career or a professional career working with exceptional children in a variety of settings. Applicants may or may not have a background of elementary or secondary school teaching. Students without this background would pursue their professional careers with exceptional children by means of a non-teaching consultant role in such settings as hospitals, residential treatment centers, nursery schools, day-care centers, etc. Students with a teaching background would continue to pursue their careers in teaching, consultation, or supervision in special education in such settings as colleges of education, community colleges of applied arts and sciences, and elementary or secondary schools. The normal entrance requirement is a Canadian Honours B.A. in a social or behavioral science, or its equivalent. Outstanding students in this program may continue in a Ph.D. program with special reference to Special Education. The typical M.A. program

would consist of six half-courses, as follows:

1280X Exceptional Children and Youth

1288X Seminar and Practicum in Special Education

A research design course:

1235X Research Methods in Educational Psychology

or

1252XH Individual Reading and Research in Applied Psychology: Research Methods in School Psychology

Three additional half-courses, two of which must be selected from those in the 1281X to 1290X range, excluding 1288X, are required. The third course may be in special education, in a related discipline, or in a field of application. Courses are to be selected in consultation with an advisor.

A master's thesis is required.

The student is also expected to participate in colloquia and informal research meetings organized by this Department.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN SPECIAL EDUCATION

The Ph.D. programs in Educational Theory with special reference to Special Education are designed for students with one of two areas of interest. First, there are those who wish to pursue a career of theory building and/or research in one

aspect of special education. The program for such students would combine special education courses with courses in psychology, sociology, etc. These students may or may not have a background of elementary or secondary school teaching. Secondly, some students with a teaching background may wish to obtain high-level qualifications as practitioners in special education. The Ph.D. program for these students would tend to focus on such areas as the development of programs for exceptional children and the organization of special education.

In addition to the doctoral thesis and other requirements for the Ph.D., described on pages 26 to 28, the student and his advisor will devise an individualized program that takes into account the student's background and preferences, departmental requirements, requirements already met, and course availability. This would involve a program of study in one aspect of special education, two or three appropriate half-courses in a relevant department within the Department of Educational Theory, and one appropriate full course in another department of the School of Graduate Studies.

OCCASIONAL STUDENTS IN THE DEPARTMENT OF SPECIAL EDUCATION

M.Ed. students not enrolled in the regular programs described above, by

arrangement with the Department of Special Education, may enroll in a maximum of two half-courses. In exceptional cases, a student may enroll in more than two half-courses by arrangement with the student's advisor, the Department of Special Education, and the instructors of the courses under consideration.

GENERAL NOTE

A number of Graduate Assistantships will be available in the Department of Special Education.

Where possible, it is desirable that a student wishing to enter any of the programs offered by this Department consult with staff members in that area to explore the student's suitability and to consider possible modification of the program to meet individual needs.

COURSES

A course is identified with this Department when the first three digits in the course number are 128, 129, 328, or 329.

1280X EXCEPTIONAL CHILDREN AND YOUTH

Emphasis is placed on the psychology of exceptional children, not on programs for them. Primary concern is with intellectual and behavioral deviations.

(W. B. Dockrell, Summer Session and Regular Session)

**1281X THE EDUCATION OF THE
MENTALLY RETARDED AND THE
SLOW LEARNER: SEMINAR AND
PRACTICUM**

The identification and etiology, and the intellectual, social, and emotional development of the mentally retarded; educational programs, social and occupational adjustment, and parent counseling and practicum.

(E. W. Hopwood, Summer Session and Regular Session)

1282X THE PHYSICALLY HANDICAPPED

The psychology of children and young people with such types of disability as impaired vision, impaired hearing, defective speech, crippling conditions, epilepsy, chronic medical disorders, multiple handicaps; psychological and medical bases of adjustments in curriculum and instructional methods; educational programs in regular classes, special classes, hospitals, and the home; emotional and social adjustment; counseling of parents and pupils.

(Associated Instructors, Summer Session and Regular Session)

**1283X PSYCHOLOGY AND EDUCATION
OF THE GIFTED**

The identification, and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.

(S. Miezitis, Regular Session)

**1284X BEHAVIOR DISORDERS IN
RELATION TO EDUCATION**

Behavior disorders in children and

young people, e.g., neurotic behavior, organic conditions, and psychotic conditions; the diagnostic process; constitutional and social factors involved; current treatment procedures. Lectures, case presentations, demonstrations, and readings.

(Associated Instructors, Summer Session and Regular Session)

**1285X CHILDREN WITH SPECIAL
LEARNING DISABILITIES**

Characteristics of children with learning difficulties, their identification, and suggested remedial programs. Emphasis is placed on a discussion of the educational implications of the research literature in the field.

(H. Silverman, Summer Session and Regular Session)

**1286X EDUCATIONAL TECHNIQUES FOR
EMOTIONALLY DISTURBED
CHILDREN**

A survey of psychodynamic and educational management techniques used with children with learning difficulties due to developmental disorders, cerebral dysfunctions, specific cognitive disorders, language and reading disorders, and psychiatric behavior disorders, with particular reference to the methods used in special classes for the selection, investigation, and remedial treatment of these varied conditions.

Prerequisite: 1284X

(Associated Instructors, Regular Session)

1287X PSYCHOLOGY OF MENTAL
RETARDATION

Emphasis will be placed on research on mental retardation. Topics to be covered include the history, nature, and measurement of intelligence and adaptive behavior; definitions; epidemiology of mental retardation; biological and socio-cultural factors affecting intelligence; personality theories; and educational programming.

Prerequisite: Permission of the instructor.

(D. Shipe and J. B. Fotheringham, Regular Session)

1288X SEMINAR AND PRACTICUM IN
SPECIAL EDUCATION

The course consists of supervised experience in a particular area of special education; this experience may involve curriculum planning, classroom organization, and the development and evaluation of a range of instructional materials and techniques.

(E. W. Hopwood, Regular Session)

1289X SEMINAR: SPECIAL EDUCATION
FOR SCHOOL CONSULTANTS

Discussion of research findings pertaining to the identification of children with specific learning problems and the development of special programs for them. Open only to students enrolled in the School Psychology program.

(H. Silverman, Summer Session)

1290X READINGS AND RESEARCH IN
MENTAL RETARDATION

Emphasis will be placed on an expansion and deepening of material covered in 1287X, particularly on the biological and socio-cultural aspects of mental retardation. Additional topics will include the genetic aspects of mental retardation, personality, learning theories, family studies, and vocational rehabilitation.

Prerequisite: 1287X

(D. Shipe and J. B. Fotheringham, Regular Session)

1295X INDIVIDUAL READING AND
RESEARCH IN SPECIAL
EDUCATION

Specialized study, under the direction of a staff member, focusing on topics that are of particular interest to the student and which are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

3280X RESEARCH SEMINAR IN SPECIAL
EDUCATION: DOCTORAL LEVEL

(Staff, Regular Session)

3281X RESEARCH SEMINAR: THE
EDUCATION OF THE MENTALLY
RETARDED AND THE SLOW
LEARNER

(Staff, Regular Session)

3283X RESEARCH SEMINAR:
PSYCHOLOGY AND EDUCATION
OF THE GIFTED

(Staff, Regular Session)

3284X RESEARCH SEMINAR: BEHAVIOR
DISORDERS IN RELATION TO
EDUCATION

(Staff, Regular Session)

3285X RESEARCH SEMINAR: CHILDREN
WITH SPECIAL LEARNING
DISABILITIES

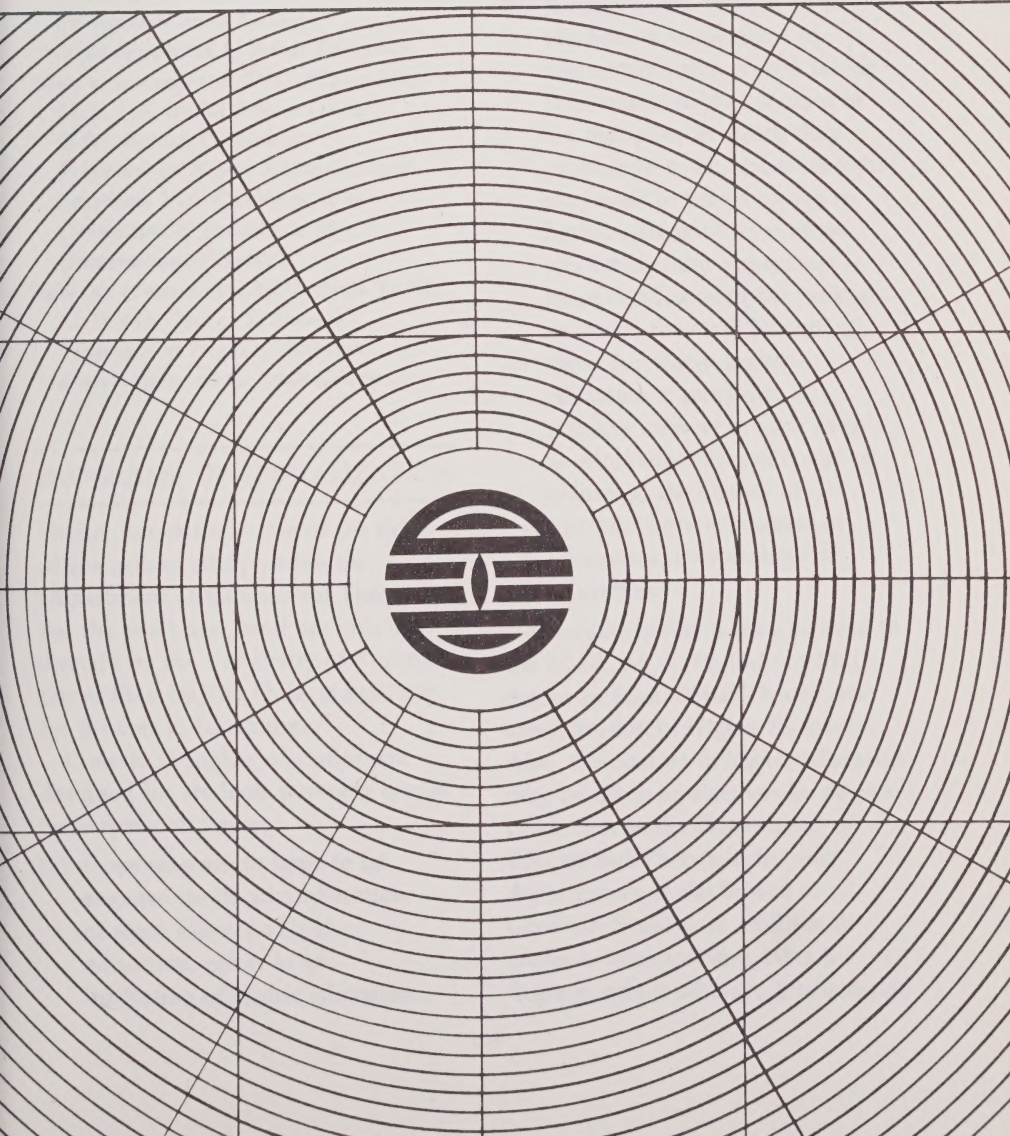
(Staff, Regular Session)

3287X RESEARCH SEMINAR:
PSYCHOLOGY OF MENTAL
RETARDATION

(Staff, Regular Session)

3295X INDIVIDUAL READING AND
RESEARCH IN SPECIAL
EDUCATION: DOCTORAL LEVEL

(Staff, Regular Session)



Higher Education

BERTRAND L. HANSEN, A.B. (*Ohio State*)
Special Lecturer in Higher Education
and Director of Research for the
Committee of Presidents of
Universities of Ontario

ROBIN S. HARRIS, Ph.D. (*Michigan*)
Professor of Higher Education and
Principal of Innis College,
cross-appointed to Adult Education

JOHN B. MACDONALD, Ph.D. (*Columbia*),
LL.D. (*Manitoba, Simon Fraser*),
D.Sc. (*British Columbia*)
Professor of Higher Education and
Executive Vice-Chairman of the
Committee of Presidents of
Universities of Ontario

EDWARD F. SHEFFIELD, Ed.D. (*New York*),
LL.D. (*Sir George Williams*)
Professor of Higher Education,
cross-appointed to Adult Education

PROGRAMS OF SPECIALIZATION

Higher Education is one of the fields of specialized study within the Department of Educational Theory. For the most part, staff are provided directly by the University of Toronto, rather than by The Ontario Institute for Studies in Education.

Courses in higher education are designed for students pursuing one of three types of careers:

- (a) those who are or hope to be engaged in the administration of some aspects of higher education, either in an institution of higher education,

such as a university or community college, or in an agency—governmental or otherwise—concerned with the public administration of higher education.

- (b) those who are or hope to be teachers in institutions of higher education. While taking their major subject courses in the discipline in which they propose to teach, these students may wish to take a course in higher education as a minor subject in order to become more familiar with the setting in which they will be serving.
- (c) those for whom higher education is related to a primary interest in such fields as adult education, educational planning, the history of education, the economics of education, the sociology of education.

Graduate students may proceed to the M.Ed., M.A., Phil.M., or Ph.D. degree in Educational Theory with specialization in Higher Education. Also, the courses in higher education may be taken as electives by degree candidates in the Department of Educational Theory or in other departments of the School of Graduate Studies. In addition to students who are candidates for degrees, others who are graduates of

approved universities may, with the permission of the Department of Educational Theory and the instructor concerned, enroll in the courses in higher education.

COURSES

A course is identified as Higher Education when the first two digits in the course number are 18 or 38.

1801 THE DEVELOPMENT OF HIGHER EDUCATION IN CANADA

An analysis of the development of universities and other post-secondary institutions in English- and French-speaking Canada since the 17th century with particular reference to the evolution of the curricula in the liberal arts and sciences and in professional faculties. Parallel developments in other English-speaking countries (the United States, the United Kingdom, Australia) will receive attention. (Alternate years; not offered in 1970-71)

1803 RECURRENT ISSUES IN HIGHER EDUCATION

An examination of recurring questions about higher education. Sample topics include: Who should receive higher education? Of what kinds? In what types of institutions? What should be studied? Who should teach? What is the role of research?

How should institutions of higher education be governed? Financed? Related to government? How should they serve society? (E. F. Sheffield and J. B. Macdonald, Regular Session)

1807 SYSTEMS OF HIGHER EDUCATION

Analysis of the structure of the educational systems in the Canadian provinces, the United States, Britain, France, the USSR, and other countries, with attention to the ways in which provision is made for higher education. An attempt will be made to understand the roles of institutions of post-secondary education and the differences in their nature and their place in the social organization of these societies. In essence, this will be a study of institutions of higher education as social institutions in different settings. (E. F. Sheffield, Regular Session)

1808 THE IDEA OF THE UNIVERSITY

An examination of the evolution of the concept of higher education with particular reference to its emergence in the ancient world, its initial crystallization in Medieval Europe, the amendments developed during the Renaissance and the Enlightenment in Europe, and the redefinitions resulting from the introduction in the 19th and 20th centuries of the functions of research and community service. (R. S. Harris, Regular Session)

3852X INDIVIDUAL READING AND
RESEARCH IN HIGHER
EDUCATION: DOCTORAL LEVEL

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student which are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1410X THE UNIVERSITY IN AMERICAN
SOCIETY: THE COLONIAL
PERIOD TO THE PRESENT
(cross-listed from the
Department of History and
Philosophy of Education)

A survey of the relationship between social development and higher learning in the United States. Topics for discussion include: the Americanization of the idea of the university; the impact of evangelical religion on higher education; nationalism and educational thought; the role of the 19th century college in

American culture; the origins of the modern university; progressivism and the purpose of higher education; development of the multiversity; student protest and the restructuring of the university; and the idea of the critical university.

(M. B. Katz, Summer Session and Regular Session: after hours, 1970-71 and alternate years)

3950X RESEARCH SEMINAR IN THE
SOCIOLOGY OF HIGHER
EDUCATION
(cross-listed from the
Department of Sociology in
Education)

Major theoretical formulations and empirical research findings provide the basis for an examination of issues and problems surrounding the field of higher education. Attention will focus on the development of a variety of conceptual and methodological frameworks suitable for exploring research problems of interest to the student.

(W. G. Spady, Regular Session)

Academic Staff

(As of January 1, 1970)

ABBAY, DAVID S.

Adult Education 31

ALEXANDER, WILLIAM E.

Educational Planning 89

ALVI, SABIR A.

Measurement and Evaluation 113

ANDREWS, JOHN H. M.

Educational Administration 79

AVITAL, SHMUEL M.

Measurement and Evaluation 113

BAUM, MARTHA K.

Sociology in Education 121

BECK, CLIVE M.

History and Philosophy of Education 99

BECK, KENNETH N.*

Adult Education 31

BEECH, LAWRENCE A.*

Adult Education 31

BEREITER, CARL

Applied Psychology 39

BHARGAVA, RAGHU P.

Measurement and Evaluation 113

BREHAUT, WILLARD

History and Philosophy of Education 99

BRENT, EDMUND

Curriculum 65

BRISON, DAVID W.

Applied Psychology 39

BROWN, ALAN F.

Educational Administration 79

BRUNDAGE, DONALD H.

Adult Education 31

BUCHANAN, BRUCE H.

Educational Administration 79

BURRILL, DONALD F.

Measurement and Evaluation 113

CAMPBELL, DOUGLAS C.

Curriculum 65

CAPLAN, GERALD L.

History and Philosophy of Education 99

CARLOW, CHESTER D.

Curriculum 65

CARLTON, RICHARD A.

Sociology in Education 121

CASEY, GERALD A.

Applied Psychology 39

CASTANEDA, ALFRED

Applied Psychology 39

CHRISTENSEN, CLIFFORD M.

Applied Psychology 39

CHURCHILL, STACY

Computer Applications 59

CONNELLY, F. MICHAEL

Curriculum 65

CRAWFORD, DOUGLAS G.

Computer Applications 59

CRITTENDEN, BRIAN S.

History and Philosophy of Education 99

CROFT, JOHN C.

Educational Administration 79

DAVIS, BERNARD

History and Philosophy of Education 99

DAY, HY I.

Applied Psychology 39

DOCKRELL, W. BRYAN

Special Education 129

D'OYLEY, VINCENT R.

Measurement and Evaluation 113

DRAPER, JAMES A.

Adult Education 31

EFFRAT, ANDREW

Sociology in Education 121

- EISENBERG, JOHN A.
History and Philosophy of Education 99
- ELLIS, M. DORMER
Adult Education 31
- EVANS, GLEN T.
Measurement and Evaluation 113
- EVEN, ALEX
Measurement and Evaluation 113
- FARRELL, JOSEPH P.
Educational Planning 89
- FLAHERTY, M. JOSEPHINE
Adult Education 31
- FLEMING, W. GERALD
Measurement and Evaluation 113
- FLOWER, GEORGE E.
Educational Administration 79
- FOTHERINGHAM, JOHN B.
Special Education 129
- FOWLER, WILLIAM
Applied Psychology 39
- FRIEDLANDER, DOV*
Measurement and Evaluation 113
- FULLAN, MICHAEL
Sociology in Education 121
- GAMLIN, PETER
Applied Psychology 39
- GARRY, RALPH
Curriculum 65
- GRAHAM, DONALD M.*
Educational Administration 79
- GREENFIELD, T. BARR
Educational Administration 79
- GRIFFIN, VIRGINIA R.
Adult Education 31
- HAMBLETON, DONALD C.*
Curriculum 65
- HANDA, MADAN L.
Educational Planning 89
- HANSEN, BERTRAND L.
Higher Education 139
- HARRIS, ROBIN S.
Higher Education 139
- HARVEY, EDWARD B.
Sociology in Education 121
- HENDERSON, S. B. KENT
Applied Psychology 39
- HENDRA, F. STANLEY*
Applied Psychology 39
- HERBERT, JOHN
Curriculum 65
- HICKCOX, EDWARD S.
Educational Administration 79
- HIGH, NORMAN H.
Adult Education 31
- HOCKLEY, JAMES S.
History and Philosophy of Education 99
- HOLLAND, JOHN W.
Educational Planning 89
- HOPWOOD, ERIC W.
Special Education 129
- HORN, DOROTHY M.
Measurement and Evaluation 113
- HOUSE, JOHN H.
Educational Administration 79
- HUFF, ELMER E.*
Applied Psychology 40
- HUMPHREYS, EDWARD H.
Educational Planning 89
- HUNT, DAVID
Applied Psychology 39
- IANNACONE, LAURENCE
Educational Administration 79
- JACKSON, ROBERT W. B.
Computer Applications 59
- KATZ, JUDITH T.
Applied Psychology 39
- KATZ, JOHN S.
Curriculum 65
- KATZ, MICHAEL B.
History and Philosophy of Education 99
- KENNEDY, DONALD R.*
Applied Psychology 40
- KHAN, SAR B.
Measurement and Evaluation 113

- KIDD, J. ROBY
Adult Education 31
- KOERTGE, NORETTA
History and Philosophy of Education 99
- LAXER, ROBERT M.
Applied Psychology 39
- LEVIN, MALCOLM A.
Educational Administration 79
- LINKLATER, JAMES A.*
Applied Psychology 40
- LIVINGSTONE, DAVID
Sociology in Education 121
- LOUBSER, JAN J.
Sociology in Education 121
- MACDONALD, JOHN B.
Higher Education 139
- MACDONALD, MAIRI*
Applied Psychology 40
- MACLEOD, BETTY B.
Educational Planning 89
- MC DIARMID, GARNET L.
Curriculum 65
- MC DONALD, RODERICK P.
Measurement and Evaluation 113
- MC INNES, JOHN A.
Curriculum 65
- MC LEAN, LESLIE D.
Computer Applications 59
- MC LEAN, ROBERT S.
Computer Applications 59
- MC REYNOLDS, WILLIAM P.
Educational Planning 89
- MARCUS, ALAN M.
Applied Psychology 39
- MIEZITIS, SOLVEIGA
Applied Psychology 39
- MUSELLA, DONALD S.
Educational Administration 79
- MYERS, DOUGLAS
History and Philosophy of Education 99
- NARROL, HARVEY G.
Applied Psychology 39
- NETLEY, CHARLES*
Applied Psychology 40
- NISHISATO, SHIZUHIKO
Measurement and Evaluation 113
- NOLLE, DAVID B.
Sociology in Education 121
- O'BRYAN, KENNETH G.
Applied Psychology 39
- OLIVIER, WILLIAM P.
Computer Applications 59
- OLSEN, E. CHRISTOPHER
History and Philosophy of Education 99
- OLSON, DAVID R.
Applied Psychology 39
- ORLIKOW, LIONEL G.
Educational Administration 79
- OTT, JACK M.
Curriculum 65
- PASS, LARRY E.
Applied Psychology 39
- PEDERSEN, K. GEORGE
Educational Administration 79
- PITT, CLIFFORD C.
Applied Psychology 39
- PRESTON, JOAN
Measurement and Evaluation 113
- PRUETER, KENNETH F.
Curriculum 65
- PUNCH, KEITH F.
Educational Administration 79
- QUAZI, SAEED*
Educational Planning 89
- RAGSDALE, RONALD G.
Computer Applications 59
- RAINSBERRY, FREDERICK B.
Curriculum 65
- RAWSON, HILDRED
Curriculum 65
- REGAN, ELLEN M.
Curriculum 65
- RIDEOUT, E. BROCK
Educational Administration 79

- RIDGE, F. GERALD*
Educational Planning 89
- ROBBINS, MELVYN P.
Educational Administration 79
- ROBERTS, DENNIS M.
Measurement and Evaluation 113
- ROBERTS, DOUGLAS A.
Curriculum 65
- ROBINSON, FLOYD G.
Curriculum 65
- ROSEN, EDWARD J.*
Special Education 129
- ROTHMAN, ARTHUR I.
Measurement and Evaluation 113
- RUSSELL, HOWARD H.
Curriculum 65
- RYAN, DORIS W.
Educational Administration 79
- SCHWEIKER, ROBERT F.
Measurement and Evaluation 113
- SCOTT, J. GLENN
Educational Administration 79
- SELINGER, ALPHONSE D.
Educational Administration 79
- SETHNA, RUSTUM J.*
Measurement and Evaluation 113
- SHAW, BLAIR W.
Applied Psychology 39
- SHEFFIELD, EDWARD F.
Higher Education 139
- SHIPE, DOROTHY
Special Education 129
- SILVERMAN, HARRY
Applied Psychology 39
- SINCLAIR, BRUCE*
Applied Psychology 40
- SKINNER, J. MAXWELL R.*
Applied Psychology 40
- SKOLNIK, MICHAEL L.
Educational Planning 89
- SMITH, FRANK
Curriculum 65
- SPADY, WILLIAM G.
Sociology in Education 121
- STERN, HANS H.
Curriculum 65
- STINSON, ROBERT H.
Curriculum 65
- SULLIVAN, EDMUND V.
Applied Psychology 39
- THOMAS, ALAN M.*
Adult Education 31
- THORSON, SONDR A.
Educational Administration 79
- TOUGH, ALLEN M.
Adult Education 31
- TRACZ, GEORGE S.
Educational Planning 89
- TRAUB, ROSS E.
Measurement and Evaluation 113
- TRIEGER, SEYMOUR
Curriculum 66
- TUCK, JAMES A.*
Special Education 129
- WAHLSTROM, MERLIN W.
Computer Applications 59
- WATSON, CICELY
Educational Planning 89
- WEES, WILFRED
Curriculum 65
- WEININGER, OTTO
Applied Psychology 39
- WEISER, JOHN C.
Applied Psychology 39
- WEISS, DEBRAH
Curriculum 65
- WEISS, JOEL
Curriculum 65
- WIGNEY, TREVOR J.
History and Philosophy of Education 99
- WILES, DAVID K.
Educational Administration 79
- WILSON, DAVID N.
Educational Planning 89
- WOLFGANG, AARON
Applied Psychology 39

* Associated instructor.

General Index

- ACADEMIC CALENDAR vii-x
- ACADEMIC STAFF 143-46
- ACCOMMODATION 16-17
- ADMINISTRATION; *see*
- EDUCATIONAL ADMINISTRATION
- ADMINISTRATIVE OFFICERS xiii-xiv
- ADMISSION, APPLICATION FOR
- After-hours Classes 5-6
- M.A. and Ph.D. Candidates 3-4
- M.Ed. Candidates 4-5
- Summer Session 5
- ADMISSION REQUIREMENTS, GENERAL 21-28
- ADMISSION REQUIREMENTS, DEPARTMENTAL;
see DEPARTMENTAL ADMISSION
REQUIREMENTS
- ADULT EDUCATION, DEPARTMENT OF
- Courses 33-36
- M.A. 32
- M.Ed. 32
- M.Ed. with specialization in Adult
Education and Counseling* 32
- Ph.D. 32-33
- Programs 31-32
- Staff 31
- ADVANCE READING, SUMMER SESSION 5
- AFTER-HOURS CLASSES, REGULAR
SESSION 5-6
- APPLICATION FOR ADMISSION; *see*
ADMISSION, APPLICATION FOR
- APPLIED PSYCHOLOGY, DEPARTMENT OF
- Courses 48-56
- M.Ed. for Special Purposes* 48
- Occasional Students 48
- Programs 40
- Staff 39-40
- EDUCATIONAL PSYCHOLOGY:
- M.A. (*Educational Psychology
Option*) 40
- Ph.D. (*Educational Psychology
Option*) 40-41
- GUIDANCE AND COUNSELING:
- M.Ed. with specialization in Adult
Education and Counseling* 43
- M.Ed. with specialization in
Guidance and Counseling* 41-43
- Ph.D. (Counseling Psychology
Option)* 43-45
- SCHOOL PSYCHOLOGY:
- M.A. (*School Consultant
Option*) 45-46
- Ph.D. (School Psychology
Option)* 46-48
- ASSIGNMENTS, TERM 10
- ASSISTANTSHIPS 12-13
- ASSOCIATED INSTRUCTORS; *see* ACADEMIC
STAFF
- AWARDS 12-14
- BOARD OF GOVERNORS xi
- CAREER COUNSELLING AND PLACEMENT
CENTRE 15-16
- CLINIC, EDUCATIONAL 15
- COMPUTER APPLICATIONS, DEPARTMENT OF
- Courses 60-62
- M.A. 59
- M.Ed. 59
- Ph.D. 59
- Programs 59
- Staff 59
- COMPUTER FACILITIES 15
- CONSULTANT, SCHOOL; *see* APPLIED
PSYCHOLOGY
- COUNSELING; *see* ADULT EDUCATION and
APPLIED PSYCHOLOGY
- COURSE DESCRIPTIONS, BY DEPARTMENTS
- Adult Education 33-36
- Applied Psychology 48-56
- Computer Applications 60-62
- Curriculum 68-75
- Educational Administration 82-86
- Educational Planning 91-96

- Higher Education 140-41
 History and Philosophy of
 Education 102-105; 107-10
 Measurement and Evaluation 114-18
 Sociology in Education 121-25
 Special Education 132-35
- CURRICULUM, DEPARTMENT OF
 Courses 68-75
 M.A. 67-68
 M.Ed. 66-67
 Ph.D. 68
 Programs 66
 Staff 65-66
- DEADLINES FOR APPLICATION FOR
 ADMISSION 4
- DEADLINES, MISCELLANEOUS; *see* ACADEMIC
 CALENDAR
- DEGREES, GENERAL REQUIREMENTS
 Ed.D. 28
 M.A. 24-25
 M.Ed. 22-23
 M.Ed. for Special Purposes 24
 Ph.D. 26-28
 Phil.M. 26
- DEPARTMENTAL ADMISSION REQUIREMENTS
 AND PROGRAMS
 Adult Education 31-33
 Applied Psychology 40-48
 Computer Applications 59
 Curriculum 66-68
 Educational Administration 79-82
 Educational Planning 89-91
 Higher Education 139-40
 History and Philosophy of
 Education 99-101; 101-102;
 106-107
 Measurement and Evaluation 113-14
 Sociology in Education 121
 Special Education 129-32
- DISCONTINUED DEGREES AND
 PROGRAMS 6
- DOCTOR OF EDUCATION 28
- DOCTOR OF PHILOSOPHY 26-28
- EDITORIAL DIVISION 15
- EDUCATIONAL ADMINISTRATION,
 DEPARTMENT OF
 Courses 82-86
 M.A. 81
 M.Ed. 80-81
 Ph.D. 81-82
 Programs 79-80
 Staff 79
- EDUCATIONAL CLINIC 15
- EDUCATIONAL PLANNING, DEPARTMENT OF
 Courses 91-96
 M.A. 90
 M.Ed. 89-90
 Ph.D. 90-91
 Programs 89
 Staff 89
- EDUCATIONAL PSYCHOLOGY; *see* APPLIED
 PSYCHOLOGY
- EXAMINATIONS AND GRADES 8-10
- FACULTY 143-46
- FEES 10-12
 Dual Registration Fee for M.A. and
 Ph.D. Candidates 11
 Full-time Students:
 M.A., Ph.D., and Ed.D.
 Students 10-11
 M.Ed. Students 10
 Late Payment Fee 11-12
 Part-time Students:
 After-hours 11
 Daytime 11
 Reregistration Fee for M.A. and
 Ph.D. Candidates 11
 Staff Exemption 12
 Summer Session Students 11
- FELLOWSHIPS 12-14
- FINANCIAL ASSISTANCE 12-14
- FOREIGN STUDENTS 18
- GENERAL INFORMATION 3-19
- GOVERNORS, BOARD OF xi
- GRADES 8-10
- GRADUATE ASSISTANTSHIPS 12-13
- GRADUATE RECORD EXAMINATIONS 8
- GRADUATE STUDENTS' ASSOCIATION 19

GUIDANCE AND COUNSELING; *see*

APPLIED PSYCHOLOGY

HEALTH SERVICE 18

HIGHER EDUCATION

Courses 140-41

Programs 139-40

Staff 139

HISTORY AND PHILOSOPHY OF EDUCATION,

DEPARTMENT OF

Programs 99-100

Staff 99

HISTORY OF EDUCATION:

Courses 102-105

*M.A. with specialization in History
of Education* 101-102

*M.Ed. with specialization in History
of Education* 100-101

*Ph.D. with specialization in History
of Education* 101-102

PHILOSOPHY OF EDUCATION:

Courses 107-10

*M.A. with specialization in
Philosophy of Education* 106

*M.Ed. with specialization in
Philosophy of*

Education 100-101

*Ph.D. with specialization in
Philosophy of*

Education 106-107

INQUIRIES, GENERAL 3

INTERNATIONAL STUDENTS 18

LIBRARY 14-15

LIVING ACCOMMODATION 16-17

MASTER OF ARTS 24-25

MASTER OF EDUCATION 22-24

MASTER OF PHILOSOPHY 26

MEASUREMENT AND EVALUATION,

DEPARTMENT OF

Courses 114-18

M.A. 113-14

M.Ed. 113-14

Ph.D. 113-14

Programs 113-14

Staff 113

MEDICAL SERVICES 18

MILLER ANALOGIES TEST 6-7

MODERN LANGUAGE CENTER 68

NON-CREDIT SEMINARS AND

CONFERENCES 6

ONTARIO INSTITUTE FOR STUDIES IN

EDUCATION, THE 1

OVERSEAS STUDENTS 18

PHILOSOPHY OF EDUCATION; *see* HISTORY

AND PHILOSOPHY OF EDUCATION

PLANNING; *see* EDUCATIONAL PLANNING

PREPARATORY READING, SUMMER

SESSION 5

PSYCHOLOGY; *see* APPLIED PSYCHOLOGY

REGISTRATION 5

RESEARCH ASSISTANTSHIPS 12-13

RESIDENCE FACILITIES 16-17

SCHOLARSHIPS 12-14

SCHOOL CONSULTANT; *see* APPLIED

PSYCHOLOGY

SCHOOL PSYCHOLOGY; *see* APPLIED

PSYCHOLOGY

SOCIOLOGY IN EDUCATION, DEPARTMENT OF

Courses 121-25

Programs 121

Staff 121

SPECIAL EDUCATION, DEPARTMENT OF

Courses 132-35

M.A. 131

M.Ed. 129-31

Occasional Students 132

Ph.D. 131-32

Programs 129

Staff 129

STAFF, ACADEMIC 143-46

SUMMER SESSION 5, 11, 16

TERM ASSIGNMENTS 10

TUITION FEES; *see* FEES

Adult Education
Applied Psychology
Computer Applications
Curriculum
Educational Administration
Educational Planning
History and Philosophy of Education
Measurement and Evaluation
Sociology in Education
Special Education
Higher Education



OISE Bulletin 1971/72

**Graduate Degrees in Education
University of Toronto / The Ontario
Institute for Studies in Education**

OISE Bulletin 1971/72

Graduate Degrees in Education
University of Toronto/The Ontario
Institute for Studies in Education

Please address inquiries concerning
graduate studies in education to:

Coordinator of Graduate Studies,
The Ontario Institute for Studies
in Education,
252 Bloor Street West,
Toronto 181, Ontario,
Canada.

Cable address: OISETOR.

The student should bring this Bulletin
when he registers. No assurance can
be given that additional copies will be
provided at that time.

The Bulletin of the Institute is
published some months before the
opening of the session. Staff, courses,
regulations, dates, and fees are
expected to be as announced, but the
Institute reserves the right to make
changes.

Contents

Academic Calendar: 1971-72	vii
Board of Governors	xi
Administrative Officers	xiii
The Ontario Institute for Studies in Education	1

GENERAL INFORMATION

Application for Admission	3
Registration	5
Study in Summer Session	5
After-hours Classes in Regular Session	6
Non-Credit Seminars and Conferences	6
Status of Students Enrolled Under Earlier Regulations	6
Facility in the English Language	6
The Miller Analogies Test	7
The Graduate Record Examinations	8
Examinations and Grades	8
Term Assignments	9
Transcripts	9
Fees	10
Student Financial Awards	12
Library	14
Audiovisual Equipment	14
Educational Clinic	15
Computer Facilities	15
Editorial Division	15
The Career Counselling and Placement Centre	15
Living Accommodation	16
Health Service	16
Overseas Students	18
Graduate Students' Association	18

GENERAL REQUIREMENTS FOR DEGREES

Courses of Instruction	19
Special Purpose and Interdepartmental Programs in Educational Theory	20
Master of Education	20
Master of Education for Special Purposes	21
Master of Arts	22
Master of Philosophy	23
Doctor of Philosophy	23
Doctor of Education	25

DEPARTMENTS

STAFF, PROGRAMS OF SPECIALIZATION, COURSES

Adult Education	29
Applied Psychology	37
Computer Applications	57
Curriculum	63
Educational Administration	77
Educational Planning	87
History and Philosophy of Education	97
Measurement and Evaluation	109
Sociology in Education	117
Special Education	125
Higher Education	135

INDEXES

Academic Staff	139
General Index	145

Academic Calendar

<i>1971</i>		April 9	Good Friday (offices closed, classes canceled)
February 1	Final date for submitting applications for Student Financial Awards	April 12	Easter Monday (offices closed, classes canceled)
February 15	Application for Admission forms for the Summer Session available from this date onward	April 16	Last day of lectures, Regular Session
March 15	Final date for receiving Application for Admission forms for the 1971 Summer Session and for the 1971-72 Regular Session (daytime students only). <i>Note:</i> Applicants for the Regular Session are urged to submit applications by February 1, the date for receipt of Student Financial Award applications, as a considerable number of student places will have been taken with the disposition of these awards.	April 19-23	Examinations, Regular Session
		May 6*	Final date for submitting recommendations for degrees to be awarded at Spring Convocation
		May 8†	Final date for Senate oral examinations for Ph.D. degrees to be conferred at Spring Convocation
		May 11	Application for Admission forms available for the 1971-72 Regular Session (after-hours students only)
		May 24	Victoria Day (offices closed)
		May 30-June 15	Spring Convocation
April 1*	Final date for Ph.D. candidates, in the penultimate year of residence, to submit the field of research and the name of the supervisor (see also October 31)	June 10	Final date for receiving Application for Admission forms for the 1971-72 Regular Session (after-hours students only); this applies to courses for both the first

	and second half-years of the 1971-72 Regular Session. Maximum enrollment may be reached in some classes before this date	September 20	Regular Session Registration, 10:00 a.m. (daytime students only)
		September 24	Fees: any student registered in the Regular Session whose fees are not received at the Comptroller's Office by this date must pay a late payment fee of \$10, plus \$1 per day of delay beyond that to a maximum of \$20
July 1	Official commencement of the University year		
July 1	Dominion Day (offices closed)		
July 5	Summer Session Registration, 9:30 a.m. to 12:30 p.m., and 1:30 p.m. to 4:30 p.m.	September 27	Lectures begin
July 6	First day of lectures, Summer Session	October 8	Final date for receipt of Tentative Program of Study forms in the Office of the Coordinator of Graduate Studies
July 9	Fees for M.Ed. students: if fees for the Summer Session remain unpaid as of this date, the student will be considered as having withdrawn	October 11	Thanksgiving Day (offices closed, classes canceled)
		October 24*	Final date for submitting recommendations for degrees to be awarded at Fall Convocation
August 2	Civic Holiday (offices closed, classes canceled)		
August 13	Last day of lectures, Summer Session	October 31*	Final date for Ph.D. candidates, in the ultimate year of required residence, to submit thesis topics
August 14-17	Examinations, Summer Session		
September 6	Labour Day (offices closed)	October 31†	Final date for Senate oral examinations for Ph.D. degrees to be conferred at Fall Convocation
September 18	Regular Session Registration, 9:30 a.m. to 12:30 p.m., and 1:30 p.m. to 4:30 p.m. (after-hours students only)	November	Fall Convocation (to be announced)
		November 1	Fees: if fees for the Regular Session remain

	unpaid as of this date, the student will be considered as having withdrawn		degrees to be awarded by the Senate in February
December 17	Last day of lectures before Christmas	February 1	Final date for submitting applications for Student Financial Awards
1972		February 15	Application for Admission forms for the Summer Session available from this date onward
January 3	Lectures resume		
January 12	Last day of lectures of first half-year courses	March 15	Final date for receiving Application for Admission forms for the 1972 Summer Session and for the 1972-73 Regular Session (daytime students only).
January 13, 14	Examinations in courses completed in the first half-year of the Regular Session		
January 15*	Final date for students who hold dual registration as candidates for both the master's (except Phil.M.) and the Ph.D. degree to be recommended for the master's degree, if they are to receive Ph.D. residence credit for the year‡		<i>Note:</i> Applicants for the Regular Session are urged to submit applications by February 1, the date for receipt of Student Financial Awards applications, as a considerable number of student places will have been taken with the disposition of these awards.
January 15*	Final date for reclassifica- tion of Special Students to degree candidacy	March 31	Good Friday (offices closed, classes canceled)
January 15*	Final installment of M.A. and Ph.D. fees (without further notice)	April 1*	Final date for Ph.D. candidates, in the penultimate year of residence, to submit the field of research and the name of the supervisor (see also October 31)
January 17	Courses for the second half-year of the Regular Session begin		
January 28*	Final date for submitting recommendations for		

April 3	Easter Monday (offices closed, classes canceled)	courses for both the first and second half-years of the 1972-73 Regular Session. Maximum enrollment may be reached in some classes before this date.
April 14	Last day of lectures, Regular Session	
April 17-21	Examinations, Regular Session	
May 6*	Final date for submitting recommendations for degrees to be awarded at Spring Convocation	* This is the School of Graduate Studies' final date. The information must be submitted to the Coordinator of Graduate Studies, OISE, at least one week before this date in order to allow for processing and forwarding to the School of Graduate Studies.
May 8†	Final date for Senate oral examinations for Ph.D. degrees to be conferred at Spring Convocation	
May 22	Victoria Day (offices closed)	† Arrangements must be made through the Coordinator of Graduate Studies, OISE, at least six weeks before this date.
May 30- June 15	Spring Convocation	
June 10	Final date for receiving Application for Admission forms for the 1972-73 Regular Session (after-hours students only); this applies to	‡ A Ph.D. candidate may be permitted to complete the M.A. degree later than mid-October only under exceptional circumstances, and then only by prior agreement at the time of the candidate's acceptance.

The Board of Governors

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

(As of January 1, 1971)

Chairman:

H. PULLEN, *B.A., B.Paed., Ed.D.,
F.C.I.S., F.C.C.T.*

Vice-Chairman:

VERNON READY, *B.A.*

Members:

G. C. ANDREW, *M.A., D.C.L., D. ès L.*

J. H. M. ANDREWS, *M.A., Ph.D.*

M. CHAGNON, *B.Ph., M.A., L.Ph., Ph.D.*

REV. J. H. CONWAY, *O.M.I., M.A.,
F.O.T.F.*

A. CUMMINS, *B.A., M.Ed.*

D. F. DADSON, *B.A., B.Ed.*

T. H. EVANS, *M.Sc., Ph.D., F.C.I.C.*

G. E. FLOWER, *M.A., Ed.D., F.C.C.T.*

M. C. FRUMHARTZ, *B.A., A.M.*

J. W. FYFE, *M.D.*

R. P. GRAHAM, *M.A., A.M., Ph.D., F.C.I.C.*

ELISE GROSSBERG, *M.A.*

NORA HODGINS, *B.A., F.O.T.F.*

FLORENCE IRVINE, *B.A., M.Ed., F.O.T.F.*

R. W. B. JACKSON, *B.A., Ph.D., LL.D.,
F.R.S.S., F.C.P.*

J. F. KINLIN, *B.A., B.Paed.*

J. D. MCNABB, *C.D., B.A., B.Ed., F.O.T.F.*

C. C. PITT, *B.Paed., M.A., Ph.D.*

K. F. PRUETER, *B.A., B.Paed., Ed.D.*

HENRI ROCQUE, *B.A.*

J. BASCOM ST. JOHN, *D.Litt.*

J. W. SINGLETON, *B.A., B.Ed.*

E. STABLER, *M.A., Ed.D.*

T. G. WHITE, *D.D.S.*

J. R. W. WHITEHOUSE, *M.A., M.Ed.*

H. R. WILSON, *B.A., B.Paed.*

G. L. WOODRUFF, *B.A., B.Paed.*

Administrative Officers

THE UNIVERSITY OF TORONTO

- CLAUDE T. BISSELL, *Ph.D.*, *D. ès L.*,
D. Litt., *LL.D.*, *F.R.S.C.*
President
- JOHN H. SWORD, *M.A.*
Executive Vice-President (Academic)
and Provost
- ROBIN ROSS, *M.B.E.*, *M.A.*
Vice-President and Registrar
- ROBERT H. BLACKBURN, *M.S.*, *LL.D.*
Chief Librarian

SCHOOL OF GRADUATE STUDIES THE UNIVERSITY OF TORONTO

- A. EDWARD SAFARIAN, *Ph.D.*
Graduate Dean (as of July 1971)
- JOHN A. SAWYER, *Ph.D.*
Associate Dean, Division II
(including Educational Theory)
- JEAN E. GORDON, *B.A.*
Secretary

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

- ROBERT W. B. JACKSON, *Ph.D.*, *LL.D.*,
F.R.S.S., *F.C.P.*
Director
- JOHN H. M. ANDREWS, *Ph.D.*
Assistant Director

OFFICE OF THE COORDINATOR OF GRADUATE STUDIES

- GEORGE E. FLOWER, *Ed.D.*, *F.C.C.T.*
Coordinator of Graduate Studies
and Chairman, University of Toronto
Graduate Department of Educational
Theory
- CLIFFORD C. PITT, *Ph.D.*
Assistant Coordinator of Graduate
Studies
- J. GLENN SCOTT, *Ed.D.*
Associate Professor
- W. G. FLEMING, *Ed.D.*
Professor
- SABIR A. ALVI, *Ph.D.*
Associate Professor
- DONALD H. BRUNDAGE, *Ed.D.*
Assistant Professor
- MARGARET HAMBLY, *B.A.*
Administrative Assistant
- PATRICIA A. BUITENHUIS
Administrative Assistant

OTHER ADMINISTRATIVE OFFICERS OF THE
INSTITUTE

KENNETH F. PRUETER, *Ed.D.*

Coordinator of Field Development

DAVID W. BRISON, *Ed.D.*

Coordinator of Research and
Development Studies

ALAN F. BROWN, *Ph.D.*

Academic Services Officer

Department Chairmen

J. ROBY KIDD, *Ed.D.*, *LL.D.*

Adult Education

JOHN C. WEISER, *Ed.D.*

Applied Psychology

LESLIE D. MCLEAN, *Ph.D.*

Computer Applications

RALPH GARRY, *Ph.D.*

Curriculum

T. BARR GREENFIELD, *Ph.D.*

Educational Administration

JOHN W. HOLLAND, *Ph.D.*

Educational Planning

CLIVE M. BECK, *Ph.D.*

History and Philosophy of Education

VINCENT R. D'OYLEY, *Ed.D.*

Measurement and Evaluation

JAN J. LOUBSER, *Ph.D.*

Sociology in Education

W. BRYAN DOCKRELL, *Ph.D.*

Special Education

Division Heads

JOHN R. MAIN, *B.Ed.*

Head, Editorial

W. BRYAN DOCKRELL, *Ph.D.*

Director, Educational Clinic

ALAN G. MARTIN, *C.A.*

Superintendent, Finance

BARRY L. BROOKS, *M.B.A.*

Superintendent, Internal Services

SHIRLEY K. WIGMORE, *M.L.S.*

Chief Librarian

Field Development Centre Heads

FLOYD G. ROBINSON, *Ph.D.*

OISE Niagara Centre

HOWARD H. RUSSELL, *Ed.D.*

OISE Trent Valley Centre

ROBERT H. STINSON, *Ph.D.*

OISE Western Ontario Centre

ROBERT C. HARRIS, *Ed.D.*

OISE Northwestern Centre

JOHN R. NICHOLAS, *Ph.D.*

OISE Midnorthern Centre

ACADEMIC STAFF

Members of the academic staff as of
January 1, 1971, are listed at the
beginning of each departmental
section and on page 139.

The Ontario Institute for Studies in Education

The Ontario Institute for Studies in Education is a relative newcomer to the educational scene. It was established in July 1965, by an Act of the Ontario Legislature, and is under an independent Board of Governors. Through statutory Agreement of Affiliation with the University of Toronto, it combines Graduate Education in Educational Theory, in the form of the Department of Educational Theory in the University's School of Graduate Studies, with functions as a research and development institute devoted to the scientific study of the theory and practice of education. Students are University of Toronto graduate students proceeding to University of Toronto degrees.

The Institute is located in the center of downtown Toronto on the periphery of the University of Toronto campus. Toronto is a city of two million people, with all of the advantages that size can offer and of course some of the disadvantages. Amidst the clamor of high-rise and noise, the University of Toronto campus offers trees, grass, and space, as well as a sense of tranquillity. The University of Toronto is the largest university in Canada and students come from all over the world to study, particularly at the graduate level. Through the Graduate Students' Union, International Student Centre, and other groups, students at OISE mingle with graduate students in all fields. Now that the Institute is housed in a new building,

with facilities for small and large gatherings, there is hope for even more interaction. The new building is air-conditioned throughout and includes an auditorium, committee rooms, and major classrooms with two-channel simultaneous translation systems. The well-stocked library has specially designed study carrels, as well as fifty individual study rooms. Indoor parking facilities are provided, also direct access to the subway system. Many other amenities help to make the student's life at OISE a pleasant one.

There are approximately 6,000 graduate students at the University of Toronto, 1,300 of whom are at the Institute. Of the latter, 380 are registered as full-time students, 165 of these being Ph.D. candidates. During the 1970 summer session at OISE, there were 1,120 registered students. The growth of the Institute has been rapid during the five years since its inception; the staff now numbers 610, including some 140 members of academic staff.

In the field of education, with a fast-growing and developing system in Ontario, there is ample opportunity to study and implement new ideas and to refine old ones. The overall goal of the Institute is to make a positive contribution to improvement in education. In the long run, one of the most effective ways in which this goal can be achieved is through OISE graduates, implementing their knowledge and experience within existing educational systems.

General Information

APPLICATION FOR ADMISSION

All candidates in graduate degree programs at The Ontario Institute for Studies in Education are registered as University of Toronto students in the Department of Educational Theory of the School of Graduate Studies of the University of Toronto. The Coordinator of Graduate Studies at the Institute is also the Chairman of the graduate Department of Educational Theory, University of Toronto. It is through the Office of the Coordinator of Graduate Studies, OISE, that admission and registration procedures are initiated.

Admission procedures deal with the question of whether or not an applicant may be admitted to a particular degree program, and under what conditions. Registration refers to procedures at the opening of a session, including payment of fees, enrollment in particular courses, etc. The sequence of steps involved in admission and registration is detailed below.

M.A. AND PH.D. CANDIDATES

1. For information and Assessment of Admissibility forms for either an M.A. or a Ph.D. program, write directly to:

Office of the Coordinator of
Graduate Studies, OISE,
252 Bloor Street West,
Toronto 181, Ontario,

addressing this request, according to the proposed field of specialization, to the advisor indicated below:

Professor Sabir A. Alvi

Applied Psychology
Measurement and Evaluation
Special Education

Professor Donald H. Brundage

Adult Education
Higher Education

Professor Clifford C. Pitt

Educational Planning
History and Philosophy of
Education
Sociology in Education

Professor J. Glenn Scott

Computer Applications
Curriculum
Educational Administration

2. Requests for evaluation of admissibility should be accompanied by the following:
 - (a) three copies of official transcripts, bearing marks attained, of all undergraduate and graduate study to date;
 - (b) where applicable, three copies of documents attesting to professional education, certification, and experience;
 - (c) a score on the Miller Analogies Test (both master's and doctoral candidates);
 - (d) a score on the Aptitude Test of the Graduate Record Examinations (doctoral candidates only);
 - (e) two letters of reference to support the application: use forms entitled Letter to Support

4 GENERAL INFORMATION

Application for Admission and/or Student Financial Award, obtainable from the advisors referred to under (1) above; (f) a clear indication of the Institute department in which specialization is desired and of the degree program for which application is being made.

Note: Students from outside Canada whose mother tongue is not English must take an English Language Test. See page 6.

3. Many applicants for admission as full-time students may also be applying for a Student Financial Award (see page 12). Since the first step in considering applications for a Student Financial Award is an assessment of admissibility, it is not necessary to request such an assessment under (1) above in such cases.
4. If the Institute considers that the candidate meets the basic University of Toronto School of Graduate Studies admission criteria, it will write the student to this effect; but it should be understood that this is a recommendation only. At the same time, the Institute will ask the School of Graduate Studies to send the student a set of School of Graduate Studies Application for Admission forms. These, together with an application fee of \$10 (Canadian funds), should be returned not to the Institute, but to:

The Secretary,
School of Graduate Studies,
University of Toronto,
65 St. George Street,
Toronto 181, Ontario.

5. On receipt of the completed Application for Admission forms, the School of Graduate Studies will forward them to the Institute for its recommendation.
6. The Institute then returns the Application for Admission forms to the School of Graduate Studies with its recommendation regarding admissibility.
7. If the School of Graduate Studies accepts the Institute's recommendation on admissibility, the candidate is sent a formal Letter of Acceptance indicating the degree program to which he has been admitted and any conditions involved.

OISE Application for Assessment of Admissibility forms for all degree programs must be submitted not later than March 15 for registration in both the 1971 Summer Session and the 1971-72 Regular Session, which starts in September. Applications received after March 15 will be considered only under very exceptional circumstances.

An M.A. candidate wishing to proceed to the Ph.D. degree must apply for admission and be considered in competition with all other Ph.D. applicants.

If a student is unable to attend the session for which he has been accepted, but wishes to postpone his acceptance to a later session, he must reapply and compete again with all other applicants for the later session.

Note: Applicants for the Regular Session are urged to submit their applications by February 1, the date for receipt of Student Financial Award applications, since a considerable number of student places will be

5 GENERAL INFORMATION

awarded with the disposition of Student Financial Awards.

M.ED. CANDIDATES

In the case of *full-time* M.Ed. candidates only, applicants must follow the procedures detailed above under sections 1, 2, and 3 of the subheading *M.A. and Ph.D. Candidates*.

Application forms for admission or re-enrollment in all M.Ed. programs (or for re-enrollment in Ed.D. programs) will be available, after February 15, from:

Office of the Coordinator of
Graduate Studies, OISE,
252 Bloor Street West,
Toronto 181, Ontario.

Students should complete these forms and return them to the Office of the Coordinator of Graduate Studies in time to arrive by the following deadlines:

March 15 for the 1971 Summer Session and the 1971-72 Regular Session: daytime students (but see "Note" at the end of the preceding section);

June 10 for the 1971-72 Regular Session: after-hours students (this date is absolutely final for courses taken in the second half-year, beginning in January, as well as for those taken in the first half-year).

See the requirements in departmental sections for possible further documentation.

REGISTRATION

Final registration will take place as follows:

FOR THE 1971 SUMMER SESSION:

Monday, July 5, at OISE, from 9:30 a.m. to 12:30 p.m. and from 1:30 p.m. to 4:30 p.m.

FOR THE 1971-72 REGULAR SESSION:

DAYTIME STUDENTS

Monday, September 20, at OISE, at 10:00 a.m.

FOR THE 1971-72 REGULAR SESSION:

AFTER-HOURS STUDENTS

Saturday, September 18, at OISE, from 9:30 a.m. to 12:30 p.m. and from 1:30 p.m. to 4:30 p.m.

STUDY IN SUMMER SESSION

February 15 to March 15 has been established as a period of advance enrollment for the Summer Session since enrollment in some classes is limited and since time must be allowed for preparatory reading. Soon after a student's application is accepted, he will be notified of the readings that are recommended for the course he has selected. It is the student's responsibility to complete such preparatory reading in advance of the necessarily concentrated Summer Session.

In addition to writing examinations, which will be held at the end of the six-week Summer Session, students will be required to complete and submit term work to their instructors in the Fall by the deadlines they set. Final grades will be mailed to students as early in December as possible.

Students may enroll for not more than two half-courses in any one Summer Session.

6 GENERAL INFORMATION

AFTER-HOURS CLASSES IN REGULAR SESSION

During the 1971-72 Regular Session, it is anticipated that a number of courses will be offered in the late afternoon or evening.

Fully employed part-time students who are interested in after-hours classes are encouraged to enroll for only one of the above. One half-course constitutes one-sixth of a normal load for a full-time student, and any load greater than that for a fully employed person is likely to be extremely heavy. The difficulty is not merely one of class hours, but of required reading, independent study, and assignments. In exceptional cases, however, following full discussion with and specific approval by a student's faculty advisor, a fully employed student may be permitted to undertake two half-courses (or one full course) after hours during the Regular Session. Ordinarily, it is not recommended that the student take two half-courses in the same half-year.

June 10 will be the last day for receiving applications for enrollment in these after-hours courses; this applies to courses for both the first and second half-year of the 1971-72 Regular Session.

NON-CREDIT SEMINARS AND CONFERENCES

In addition to formal programs of study, the Institute offers each year a considerable number of non-credit seminars and conferences on a wide variety of specialist themes. Oppor-

tunities are afforded to interested graduate students to participate in these in various capacities.

STATUS OF STUDENTS ENROLLED UNDER EARLIER REGULATIONS

Programs and courses leading to University of Toronto graduate degrees in Education as described in this Bulletin represent substantial changes from programs and courses which have been offered in the Department of Educational Theory in earlier years. What of students who are already proceeding to degrees?

Students enrolled in a degree program in the 1965-66 regular academic session or earlier will be permitted to fulfill requirements for that degree as set forth in the bulletin *Programs Leading to Graduate Degrees in Education 1965-66*, published by the Ontario College of Education.

DEGREE OF DOCTOR OF EDUCATION

Students enrolled as Ed.D. candidates in the 1965-66 Regular Session or earlier may fulfill requirements for the degree under the regulations existing when they enrolled. No new candidates for this degree are currently being accepted.

FACILITY IN THE ENGLISH LANGUAGE

All applicants from outside Canada whose mother tongue is not English must pass satisfactorily an English

7 GENERAL INFORMATION

language test. This must be done before students leave for the University of Toronto. Acceptable tests are available, for students whose admission has been recommended, from either of the following:

- English Language Institute, University of Michigan, Ann Arbor, Michigan, U.S.A.
- TOEFL, Educational Testing Service, Princeton, New Jersey, U.S.A.

Where the language of undergraduate instruction and examination has been uniformly in English, evidence of an applicant's proficiency, presented by one of his university professors, might satisfy the School of Graduate Studies.

THE MILLER ANALOGIES TEST

All full-time students whose mother tongue is English or who, having another native language, have taken their undergraduate work in Canada in the English language (or in the United States or any other English-speaking country) are required to submit Miller Analogies Test scores when applying for admission or financial assistance. Applicants for admission to the part-time program in some fields of specialization may also be required to submit MAT scores.

The Department of Measurement and Evaluation of OISE will administer this test on the dates given below. Application forms for permission to take this test can be obtained from the Office of the Coordinator of Graduate Studies, OISE, or from the MAT

Officer, Department of Measurement and Evaluation, OISE, 252 Bloor Street West, Toronto 181, Ontario (telephone: 923-6641, ext. 489). These forms will be available four weeks before the date of each test. They should be completed and sent to the MAT Officer at least one week before the test date, although earlier submission is suggested.

A fee of \$6.25 is payable at the time of the test. Payment may be made in cash or by cheque or money order, payable to The Ontario Institute for Studies in Education.

Only those who have applied, or are planning to apply, for admission to The Ontario Institute for Studies in Education will be eligible to write the Miller Analogies Test at the following times:

1971

January 13	Wednesday	2:00 p.m.
January 16	Saturday	2:00 p.m.
January 21	Thursday	6:15 p.m.
February 6	Saturday	2:00 p.m.
February 23	Tuesday	2:00 p.m.
March 6	Saturday	2:00 p.m.
March 24	Wednesday	2:00 p.m.
March 25	Thursday	2:00 p.m.
April 15	Thursday	6:15 p.m.
May 11	Tuesday	2:00 p.m.
July 13	Tuesday	9:30 a.m.
July 22	Thursday	2:00 p.m.
July 28	Wednesday	5:00 p.m.
October 3	Saturday	2:00 p.m.
November 20	Saturday	2:00 p.m.
December 1	Wednesday	2:00 p.m.
December 11	Saturday	2:00 p.m.

8 GENERAL INFORMATION

Applicants who are unable to be present on one of these dates may apply to Professor Mary Laurence, Department of Psychology, University of Toronto, Toronto 181, Ontario (telephone: 928-8810), for permission to take this test. The cost of writing this test at the University of Toronto is \$6.25 (subject to change).

Applicants not living in the Toronto area should contact the testing center of a nearby university, or write to the Psychological Corporation, 304 East 45th Street, New York, N.Y. 10017, for the address of the nearest testing center.

THE GRADUATE RECORD EXAMINATIONS

All doctoral candidates whose mother tongue is English or who, having another native language, have taken their undergraduate work in Canada in the English language (or in the United States or any other English-speaking country) are required to submit scores on the Graduate Record Examinations Aptitude Test (Verbal and Quantitative) when making application for admission or financial assistance.

The Graduate Record Examinations will not be administered at The Ontario Institute for Studies in Education after January 1, 1971. They are, however, administered five times a year at the University of Toronto and at many other centers in Canada and as many as six times a year in some parts of the United States. The test centers and dates are given in the *GRE Information Bulletin 1970-71*. The *GRE Bulletin*

also contains information about the nature of the tests, arrangements for taking them, and score reporting procedures. Copies of the *GRE Bulletin* may be obtained from the applicant's present institution, or by writing to the Graduate Record Examinations, Educational Testing Service, Box 955, Princeton, New Jersey 08540, U.S.A. A registration form and return envelope accompany each *GRE Bulletin*. The completed registration form must be received by ETS approximately four weeks before the test date selected, and sooner if the candidate wishes to be tested at a foreign or special center. The registration fee for the GRE Aptitude Test is (U.S.) \$8.

EXAMINATIONS AND GRADES

All examinations will be held in Toronto. Final examinations will be scheduled in August for the Summer Session and in January or April for the Regular Session, shortly after the conclusion of lectures. Examinations cannot be deferred to a later time. In case of inability to write an examination because of serious illness, a student should immediately notify the Office of the Coordinator of Graduate Studies; permission may then be granted to write the examination, without further fee, on a subsequent occasion when the course is offered. No student will be permitted to rewrite the examination in any course without attending the classes in that course again and paying fees as if it were an additional course. If a student fails in a course which is considered by his department to be

9 GENERAL INFORMATION

vital to the main content of his program, then he must repeat that course if he is to continue as a degree candidate. In the case of failure in other courses, a substitution may be permitted upon the recommendation of the Department of Educational Theory to the School of Graduate Studies.

Except for medical reasons or other exceptional circumstances, a student shall be considered to have failed a course if he withdraws from it after November 30, or after February 28 in the case of courses beginning in January.

Any student whose work is judged to be unsatisfactory by the Department of Educational Theory may be required to withdraw at any time.

The grading practices of the Department of Educational Theory fall within the general framework of the University of Toronto School of Graduate Studies grading system, and have the following features:

(a) The grading system will have a primary classification consisting of A, B, and F. The following meaning is attached to each primary classification:

A – original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.

B – good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.

F – glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

(b) The instructor is asked to make secondary distinctions within the first two classes, A and B, by using + and – to signify a grading within each class from high to low, and will assign letter grades of A +, A, A –, B +, B, B –, or F.

For averaging purposes, passing grades are assigned the following points:

A +	9 points
A	8 points
A –	7 points
B +	6 points
B	5 points
B –	4 points

TERM ASSIGNMENTS

If a student does not complete required term work in any course by the date set by the instructor, he will be regarded as having failed that course. In exceptional cases, however, an extension of time may be granted on application to the Coordinator of Graduate Studies.

TRANSCRIPTS

B.Ed. candidates, up to June 1967, may obtain transcripts from the Office

10 GENERAL INFORMATION

of the Coordinator of Graduate Studies, OISE.

M.Ed., M.A., and Ph.D. candidates obtain transcripts from the School of Graduate Studies. A fee of \$1 is charged and 25c for each additional copy, if ordered at the same time. Transcripts cannot be issued or grades released for students whose fees are in arrears.

FEES

Information concerning fees is contained in the Calendar of the School of Graduate Studies. All cheques must be certified, in Canadian funds, and made out to the University of Toronto. Fees should be sent to the Comptroller's Office, 215 Huron Street, Toronto 181. The fees which are detailed below are subject to change by the Board of Governors of the University of Toronto.

All new Application for Admission forms must be accompanied by an application fee of \$10 in Canadian funds, payable to the University of Toronto. Courses undertaken at another university and credited to a degree program here will not reduce the fees required.

FULL-TIME STUDENTS

The basic fee per academic year of full-time study is the same for all students – M.Ed., M.A., Ph.D., Ed.D., and Special Students – and is \$475 for men, \$455 for women. This fee includes:

Academic fees	\$435
Health Service	\$ 10
Graduate Students' Union	\$ 10
Hart House (men only)	\$ 20

Full-time M.Ed. Students

In the case of M.Ed. students, the basic fee is divided into two parts, \$330 (men) or \$310 (women) for the Regular Session and \$150 (including a Student Activity Fee of \$5) for the Summer Session.

Full-time M.A., Ph.D., and Ed.D. Students

In the case of M.A. and Ph.D. students, if the degree program includes a Summer Session following the Regular Session, the basic fee is \$475 (men) or \$455 (women) for the Regular Session and \$60 plus applicable incidental fees for the Summer Session. If the degree program includes a Summer Session preceding the Regular Session, the basic fee is divided into two parts, \$115 (including a Student Activity Fee of \$5) for the Summer Session and \$365 (men) or \$345 (women) for the Regular Session. However, if a preceding Summer Session is taken not as a part of the degree program proper but as additional work or to satisfy admission conditions, then the regular Summer Session fees will be assessed in addition to the basic fee of \$475 (men) or \$455 (women).

Dual Registration Fee for M.A. and Ph.D. Candidates

If a candidate's acceptance into the second year of a three-year Ph.D. program is contingent upon the completion of a University of Toronto M.A., and if all requirements for that

11 GENERAL INFORMATION

degree have not been satisfied in time for the Fall Convocation, then the candidate must pay an additional fee of \$60 for dual registration. It is only under the most exceptional circumstances, and then only when prior arrangements have been agreed upon at the time of acceptance to a degree program, that a student will be allowed to complete the master's thesis after the final date for recommendations for the degrees for the Fall Convocation without losing Ph.D. residence credit for the year.

Reregistration Fee for M.A. and Ph.D. Candidates

M.A. and Ph.D. candidates who have completed the required residence but who have not completed other requirements for the degree must reregister each year. If they do not, the degree candidacy may lapse. The University year commences July 1. The reregistration fee is \$60 plus any applicable incidental fees.

PART-TIME STUDENTS

Part-time Students: Daytime

One graduate course (including required incidental fees of \$20)	\$130
Each additional course	\$110
One half-course (including required incidental fees of \$10)	\$ 65

Part-time Students: After-hours

One graduate course, where admitted (including required incidental fees of \$20)	\$160
One half-course (including required incidental fees of \$10)	\$ 80

SUMMER SESSION STUDENTS

One half-course (including Student Activity Fee of \$5)	\$ 80
Two half-courses (including Student Activity Fee of \$5)	\$150

LATE PAYMENT FEE

A late payment fee of \$10 will be assessed against any student registered in the Regular Session whose fees are not received at the Comptroller's Office by September 24, plus \$1 per day of delay beyond that to a maximum of \$20. If fees remain unpaid as of November 1, the student will be considered as having withdrawn.

Any Summer Session M.Ed. student whose fees remain unpaid by July 9 will be considered as having withdrawn.

STUDENTS' ADMINISTRATIVE COUNCIL FEE

Membership on the Students' Administrative Council is optional for graduate students. The annual fee is \$12.

STAFF EXEMPTION

Students holding staff appointments (including the graduate assistantship component of a financial award) may receive, on application at the time of paying fees, an exemption from fees payable during the Regular Session, as in the following table:

12 GENERAL INFORMATION

	<i>Amount of Remuneration during Session</i>	<i>Amount of Exemption</i>
Full-time students paying full academic fees	\$250 to \$500 \$501 to \$1,000 over \$1,000	\$50 \$80 \$125
Part-time students	\$250 or more	\$10 per subject charged
Ph.D. candidates required to reregister after completion of residence requirements	\$250 or more	\$25

STUDENT FINANCIAL AWARDS

OISE STUDENT FINANCIAL AWARDS

The Ontario Institute for Studies in Education will be offering a series of student financial awards to support programs of graduate study.

The student must qualify for an award on the basis of academic ability and professional promise. The amount and type of award may vary with the student's financial need, the academic program, and the policies of his department.

For further information and application forms, write the Office of the Coordinator of Graduate Studies, OISE, 252 Bloor Street West, Toronto 181, Ontario, addressing this request, according to the proposed field of specialization, to the appropriate advisor indicated on page 3. Completed applications should be submitted before February 1, 1971.

CANADA COUNCIL AWARDS

Canada Council awards in the arts, humanities, and social sciences are available to graduate students attending any Canadian university. Among these are doctoral fellowships of up to \$3,500 for students in the early stages of a doctoral program and up to \$4,500 for students who have completed the first two years of such a program.

Application forms are available as follows:

- (a) for students currently enrolled in a graduate program: their home department. Closing date announced by home department in the fall;
- (b) for renewal of Canada Council awards: Awards Service, The Canada Council, 140 Wellington Street, Ottawa 4, Ontario. Closing date January 15 for the following academic year;

13 GENERAL INFORMATION

(c) for new students: as in (b) above, except closing date is December 15.

FEDERATION OF WOMEN TEACHERS' ASSOCIATIONS OF ONTARIO FELLOWSHIPS – \$6,000

The Federation of Women Teachers' Associations of Ontario offers two fellowships of \$6,000 each for advanced graduate study in education. The first, The Ruby C. Kinhead Fellowship, is to be held at the University of Toronto by a student working, preferably, at the doctoral level. The second may be held at any university of the applicant's choice. Ordinarily, applicants must be members of the Federation of Women Teachers' Associations of Ontario, but other applicants with outstanding qualifications will be considered.

Further details and application forms are available from the Executive Secretary, Federation of Women Teachers' Associations of Ontario, 1260 Bay Street, Toronto 185. Applications must be submitted by February 1.

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION SCHOLARSHIPS – \$5,000

The Ontario English Catholic Teachers' Association offers two scholarships for graduate study in the amount of \$5,000 each. These awards are available to statutory or voluntary members in good standing with the Association.

Further details and application

forms are available from the Executive Secretary, Ontario English Catholic Teachers' Association, 1260 Bay Street, Toronto 185. Applications must be submitted by March 1.

ONTARIO PUBLIC SCHOOL MEN TEACHERS' FEDERATION SCHOLARSHIPS – \$5,000

The Win Davies Memorial Scholarships, two scholarships in the amount of \$5,000 each, awarded annually to statutory or voluntary OPSMTF members for full-time graduate study in education. An information bulletin is available from John W. Fielder, Assistant Secretary, Ontario Public School Men Teachers' Federation, 1260 Bay Street, Toronto 185. Applications, including transcripts and other relevant materials, must be submitted by January 31.

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION AWARDS

These awards, in amounts totaling \$12,000, include the OSSTF Scholarship for Educational Research, the Dr. S. G. B. Robinson Travelling Fellowship, the S. Hunter Henry Award, and the Ansley Memorial Award. The last two are granted only to OSSTF members.

Further details and application forms are available from the General Secretary, Ontario Secondary School Teachers' Federation, 1260 Bay Street, Toronto 185. Applications must be submitted by February 15.

14 GENERAL INFORMATION

THE WILLIAM PAKENHAM FELLOWSHIP — \$2,000

Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada, as a result of further work.

An application form can be obtained from the Registrar, The College of Education, University of Toronto, 371 Bloor Street West, Toronto 181. Completed applications must be received by March 15.

UNIVERSITY OF TORONTO OPEN FELLOWSHIPS

University of Toronto Open Fellowships are available in amounts up to \$3,600. A number of highly qualified students will be selected by the Department of Educational Theory for recommendation to the School of Graduate Studies for the university-wide competition.

UNIVERSITY OF TORONTO POSTDOCTORAL FELLOWSHIPS

A number of postdoctoral fellowships are awarded annually by the University of Toronto to candidates wishing to conduct research in any area of the humanities, or the social, physical, or biological sciences.

Application forms can be secured from the Secretary of the School of Graduate Studies, 65 St. George Street,

Toronto 181. Completed application forms must be filed not later than January 1.

LIBRARY

The Institute Library houses a large collection specializing in education, with growing strength in related social sciences. Extensive reference materials and some 3,200 serial titles are available.

Special display centers for audiovisual materials and curriculum resources are being developed. These include equipment for viewing and listening.

Coin-operated photocopiers, microform reader-printers, typewriters, and calculators are available. A number of unassigned carrels and reading spaces are provided.

The staff is prepared to acquaint students with all services and to consult with them in regard to their information needs for particular projects.

The resources and services of the University of Toronto Library are also available to graduate students in Educational Theory.

AUDIOVISUAL EQUIPMENT

Audiovisual equipment and materials are available for loan to students and staff. The audiovisual section of the Library's Educational Materials Centre has a small collection of films, filmstrips, records, and tapes. The Media Services Unit has a wide variety of audiovisual equipment and provides a photographic and production service.

Both films and equipment have to be

15 GENERAL INFORMATION

booked ahead of time, but otherwise the procedure is much as it is for borrowing library books and simply requires the showing of an OISE student or staff identification card.

EDUCATIONAL CLINIC

The Educational Clinic provides a controlled laboratory setting for studies of children. There are facilities for observing and recording the behavior of children, individually, in groups, alone, or in interaction with adults. These facilities include observation booths, audio and video recording equipment, an eye-movement camera, and a polygraph. The clinic is used for research (for example, the study of the reaction of children with specific learning disabilities to individually prescribed instruction), for development (for example, the preparation of remedial instructional techniques in reading for use in schools), and for teaching purposes (for example, the training of counselors). The Educational Clinic also maintains a mobile unit provided with comprehensive observational and recording equipment.

COMPUTER FACILITIES

A range of computing facilities is available to staff and students to meet their data-processing needs. The Computing Services Group provides statistical and data management packages as well as programming consultation; its services include access to the IBM 1130, IBM 360/models 50

and 65, IBM 7094 II, Univac 1108, and the CDC 6600. These services are arranged on a standard charge-back basis. Informal courses in programming are offered.

The Department of Computer Applications operates two time-shared computers, the Digital Equipment Corporation PDP-9 and TSS/8. These are used for research and development in computer systems for education, student programming, computer-based instruction, and man-machine interface design. Both systems are available to qualified users anywhere in OISE.

EDITORIAL DIVISION

The Editorial Division edits, produces, and promotes Institute publications. All manuscripts are submitted to the Editorial Division, which is responsible to the Editorial Board. The Division also provides editorial assistance to staff and students, who can obtain information on OISE style, spelling, format, printing methods, and materials.

THE CAREER COUNSELLING AND PLACEMENT CENTRE

The Career Counselling and Placement Centre at 581 Spadina Avenue is an organization for individual career and vocational counselling. It will assist the student in securing summer, part-time, temporary, and permanent employment, arrange for interviews with possible employers, and provide information about employment openings further afield. All students

should feel free to use the confidential procedures of the department and to discuss their employment problems.

A new activity of the Career Counselling and Placement Centre is the Graduate Students' Appointments Registry. This is a service provided to students who are completing master's and doctoral degrees and are about to seek academic appointments at other colleges and universities. Assistance is provided with assembly and duplication of the curriculum vitae, academic transcripts, and letters of reference required in application for such appointments. A list of known vacancies is also available.

LIVING ACCOMMODATION

REGULAR SESSION

Residence accommodation is very limited at the University of Toronto and it is therefore the custom to give preference to undergraduates. Several residences, however, are still open to a limited number of graduate students during the Regular Session. The fees for room and board are approximately \$1000. Most of the men's and women's residences have donships for which graduate students may apply.

Information concerning rooms and apartments in private homes near the University may be obtained from the University Housing Service office, University of Toronto. While off-campus housing of this nature is not subject to University regulation, every effort is taken to make information

on listed accommodation as complete as possible. Rents vary considerably depending upon the quality of the accommodation and its location.

SUMMER SESSION

Many more residence spaces are available to graduate students during the summer months. Meal services are discontinued at most residences at the close of the Regular Session in May. However, meals are still served through the Summer Session at Hart House and at New College; all students are entitled to be admitted at nominal rates.

The residences on page seventeen do offer limited accommodation to graduate students during the Regular Session.

HEALTH SERVICE

The University of Toronto Health Service, located at 256 Huron Street, provides extensive medical care to all students through both clinical and infirmary services. Psychiatric advice is also available to students through the University Health Service, Psychiatric Division, 2 Bancroft Avenue, Toronto 181, Ontario.

Students from outside of Ontario, as well as from outside of Canada, are advised to apply for medical and hospital insurance as soon as they arrive in the province. Full details of available coverage can be obtained from the Health Service.

Residence / Address / Apply to:

Men:

Devonshire House,* 3 Devonshire Place. Dean of Men
Knox College, 59 St. George Street. Principal 923-7809
Trinity College, Hoskin Avenue. Secretary 928-8680
Victoria College, 73 Queen's Pk. Cr. Dean of Men 928-3809
Wycliffe College, Hoskin Avenue. Dean of Residence 922-7153
St. George Graduate Residence, 321 Bloor W. Secretary 928-4885
New College,* 21 Classic Avenue. Dean of Men 928-2464
Massey College, Devonshire Place. Dean of Men
St. Michael's College, 50 St. Joseph. Dean of Men 921-3151

Women:

St. George Graduate Residence, 321 Bloor W. Secretary 928-4885
Whitney Hall, 85 St. George Street. Dean of Women 928-2530
Victoria College, 73 Queen's Pk. Cr. Dean of Women 928-3805

Married Students' Accommodation; Co-operative Residences

Charles-Yonge Married Student Apts., 30 Charles W. & 35 Charles W.
University Housing Service, 49 St. George St. 928-2542
Campus Co-operative Residence, Inc., 395 Huron St. 964-1961
Rochdale College, 341 Bloor W. 395 Huron St. 921-3168
Tartu, 310 Bloor W. 925-4747

* Available in the summer only.

Note: All addresses for application are in the Toronto 181 postal zone.

OVERSEAS STUDENTS

In a typical year, graduate students in education will be registered from most if not all of Canada's ten provinces, and from twenty-five or thirty countries overseas. A special effort is made to welcome students from overseas, and to meet their special needs. On the one hand, it profits the Canadian student in no small measure to have an opportunity to work, formally and informally, with officials in education from other countries. On the other, we consider it an honor and an obligation, in a world so rapidly decreasing in size, to make our resources available, insofar as we can, to overseas students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, overseas students are encouraged to select topics which will permit them to explore systematically the possible implications which the concepts under discussion have for their home situation. Each year periodic tours of various institutions and activities in education on the Ontario scene are also arranged; students avail themselves of those parts of this program which are of particular interest to them. For overseas students especially, this can provide a most useful supplement to their formal studies.

Dr. D. H. Brundage and Mrs. D. L. McCaw in the Office of the Coordinator of Graduate Studies,

OISE, serve as special advisors to overseas students. They would be very happy to provide information regarding customs regulations, accommodation, the cost of living, medical and hospital insurance, financial aid, and any other questions that may arise.

There is also an active International Student Centre on the University of Toronto campus, at 33 St. George Street. Inquiries should be addressed to Mrs. R. G. Riddell, Director.

GRADUATE STUDENTS' ASSOCIATION

All OISE students, both full- and part-time, are members of the Graduate Students' Association. Its objectives are:

- (a) to promote the best interests of the students of the Institute, and to allow for discussion and resolution of any issues to which they may wish to address themselves;
- (b) to coordinate the activities of students in the various departments of the Institute; and
- (c) to represent the members of the Association to the organizations and governing bodies of the Institute and of the University of Toronto.

The Association office-lounge is on the south mezzanine of 252 Bloor Street West, overlooking the main lobby off the stairways to the second floor. Students can contact the editor of the student newsletter or the Association Executive in that office, or telephone extension 728 (night line 923-7908).

General Requirements for Degrees

The Ontario Institute for Studies in Education conducts, under the School of Graduate Studies of the University of Toronto, programs leading to the graduate degrees of Master of Education, Doctor of Education, Master of Arts, Master of Philosophy, and Doctor of Philosophy. Members of the academic staff of the Institute, together with professors from various departments of the University, constitute the Department of Educational Theory of the School of Graduate Studies. Students are registered, through this Department, in the School of Graduate Studies of the University of Toronto.

All graduate degree programs are subject to the regulations of the School of Graduate Studies. What follows is an expansion of those regulations, outlining the general course requirements for the various graduate degree programs as they apply in the Department of Educational Theory. While the general course requirements for each degree program are in this section, it should be noted that individual internal departments within the Department of Educational Theory may have additional requirements. It should be pointed out that the requirements set forth are minimal; the candidate will be required to undertake whatever additional studies the Department of Educational Theory considers necessary.

Students who hold professional degrees only, and who wish to pursue

graduate programs in Educational Theory, must be prepared for the possibility of taking some academic make-up courses at the undergraduate level before gaining admission to graduate study.

For detailed instructions regarding application and registration procedures, see pages 3 to 8.

COURSES OF INSTRUCTION

Courses of instruction are numbered according to the particular department of the Institute with which they are primarily identified. Most are offered as half-courses, shown by an X following the course number, e.g., 1701X. A full course is indicated if the course number is not followed by an X. The first two digits designate the department; for example the 17 in 1701X and the 37 in 3706X refer to the Department of Educational Planning.

Two half-courses constitute a full-time program in the Summer Session; six half-courses ordinarily constitute a full-time program in the Regular Session. Each half-course generally meets for one and one-half class hours weekly throughout the entire Regular Session, or for three hours weekly when the course is concentrated in the first or second half of the Regular Session. A full course meets for three class hours each week throughout the entire Regular Session. In the Summer

Session, each half-course meets for one and one-half hours daily, Mondays through Fridays.

INTERDEPARTMENTAL AND SPECIAL PURPOSE PROGRAMS IN EDUCATIONAL THEORY

In most cases the student will find a program suited to his particular needs and interests within the extensive range of specialized degree programs, which are detailed in the departmental sections of this Bulletin. In addition, however, there are several arrangements designed to provide still greater flexibility for the individual student in meeting his special needs within the total context of Educational Theory.

Specialized degree programs include some freedom for the student to work out, with his advisor, an individualized program around the particular scholarly interest or problem area of central concern to him. Specialized degree programs include options that may be taken in other departments.

A highly individualized program may be developed at the M.Ed. level, under the Master of Education for Special Purposes degree (see page 21).

Specially arranged interdepartmental programs in Educational Theory, for individual students at the M.A. and Ph.D. levels, are being developed among certain departments including Applied Psychology, Curriculum, History and Philosophy of Education, and Sociology in Education. Generally speaking, the same number of courses would be required as in a regular degree program. Applicants who wish

to explore this possibility should write directly to the chairman of the major department concerned.

MASTER OF EDUCATION

This degree is designed chiefly for the professional improvement of men and women who are already engaged in a career in professional education. For many candidates it will represent a terminal point of formal graduate study, though some may subsequently proceed to study at the doctoral level after satisfying additional requirements.

ADMISSION REQUIREMENTS

- (a) A Bachelor of Arts degree from the University of Toronto, or an equivalent degree, completed with second class standing or better in the final year and acceptable to the Department of Educational Theory. Depending on the make-up of the degree, and the student's intended field of specialization at the master's level, some additional study may be required.
- (b) A year of professional education for teaching, or the equivalent. An applicant who has not had professional education for teaching may be accepted into a ten half-course program in certain areas of study instead of the normal eight half-course program.
- (c) At least one year of successful professional experience in education.
- (d) A promising score on the Miller Analogies Test, filed at the time of application. See page 7 for particulars.

PROGRAM OF STUDY

Eight half-courses, selected in accordance with the requirements for one or another of the several M.Ed. programs as described in the various departmental sections that follow. Where appropriate to a student's program, a full course in some other graduate department of the University may be included as two of the eight half-courses.

Each applicant must declare his intended field of specialization at the time of application. Upon admission he will be assigned to a faculty advisor for that particular field, who will assist him in blocking out an appropriate program of study. While a student may change his field of specialization en route to the degree, such changes may result in a lengthened program.

The M.Ed. program does not include a thesis. Full-time study, though desirable, is not required. The eight half-course M.Ed. program, if pursued on a full-time basis, cannot be completed in less than one Regular Session and one Summer Session. The ten half-course M.Ed. program, if pursued on a full-time basis, cannot be completed in less than two Summer Sessions and the intervening Regular Session. Fully employed part-time students are permitted to enroll for up to two half-courses in each Summer Session, and one half-course (or, in exceptional cases, two half-courses) in each Regular Session.

Ordinarily, no courses that were completed more than six calendar years earlier than the date of the degree may be credited toward the

degree. If a candidate does not complete requirements for the degree within six calendar years from his acceptance to candidacy, his candidacy will lapse.

Applicants who have credit for graduate courses in education at another university beyond that which is required for admission as an M.Ed. candidate may be granted advanced standing for up to two half-courses in their M.Ed. program, provided those courses were not credited toward another degree. Similarly, it is possible in the individual case, with the prior approval of the student's faculty advisor and the Coordinator of Graduate Studies, to plan an M.Ed. program in such a way that the equivalent of up to two half-courses of the required work may be undertaken at another university. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here, namely, one-eighth or one-quarter.

Courses taken at another university and credited to a degree program here will not reduce the fees required.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

It is anticipated that most M.Ed. candidates will be enrolled in one or another of the several specialized programs outlined in the pages that follow. The professional interests and needs of some students, however, may not correspond to the purposes and plans of study of any of those programs. Such students may, in effect, be

seeking a highly individualized program of planned graduate study in education.

Such persons may apply for admission to candidacy for the M.Ed. for Special Purposes. They will be required to name the field in which their interests mainly lie, and will be assigned to an appropriate faculty advisor. With him they will work out a suitable program of eight half-courses.

To provide some measure of concentration, if not specialization, three of the eight half-courses ordinarily will be drawn from a single field. But the student, with his advisor, will be free to organize a highly individualized program suited to his particular needs and interests.

MASTER OF ARTS

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the doctoral level are advised to apply for enrollment in an M.A. program rather than in an M.Ed. program.

ADMISSION REQUIREMENTS

The ordinary requirements for admission to a one-year M.A. program, as outlined under *Program of Study* which follows, are:

(a) A four-year Bachelor of Arts degree from the University of Toronto, or an equivalent degree, with second class standing or better in the final year.

(b) A year of professional education for teaching, or the equivalent.

(c) At least one year of successful professional experience in education.

(d) A promising score on the Miller Analogies Test, filed at the time of application. See page 7.

Applicants with qualifications as above, except that their undergraduate degree is a University of Toronto three-year degree or equivalent rather than a four-year degree, may be admitted to an M.A. program extended to include a partial additional year. Ordinarily, this additional study will consist of the equivalent of two-thirds of a year of course work, prescribed in the light of the student's background in relation to his field of specialization. Such courses may be undergraduate or graduate.

In some fields of specialization, an applicant with a four-year degree or equivalent, with first or second class standing in the final year, may be admitted without professional education for teaching or professional experience in education, provided the degree was in a field directly relevant to the intended field of specialization. In such cases, some additional course work in Educational Theory may be prescribed.

PROGRAM OF STUDY

Each applicant must declare his intended field of specialization at the time of application. Upon admission he will be assigned to a faculty advisor for that particular field, who will assist him in blocking out an appropriate

23 GENERAL REQUIREMENTS FOR DEGREES

program of study. While in some fields of specialization additional requirements have been established, the general requirements for the M.A. in the Department of Educational Theory are as follows:

(a) At least six half-courses, selected in accordance with requirements in the particular field of specialization. Where appropriate to a student's program, a full course in some other graduate department of the University may be included as two of the six half-courses.

Students admitted to an extended M.A. program on the basis of a three-year degree, plus a year of professional education for teaching, and successful professional experience, will ordinarily be required to complete at least ten half-courses. Such a program, pursued on a full-time basis, would be spread over two summers and the intervening academic year.

(b) A thesis.

(c) One academic year of full-time resident study. While it is possible for M.A. courses to be pursued on a part-time basis, the requirement of a year of full-time study must be fulfilled at some point within the time limit of the degree.

All requirements for the M.A. degree must be completed satisfactorily within five years from the date of enrollment in the first of the last six half-courses in the M.A. year. This regulation became effective with candidates enrolling for the first time in the 1967-68 session.

Applicants who have credit for graduate courses at another university, beyond what is required for admission as an M.A. candidate, may be granted

advanced standing for up to two half-courses in their M.A. program, provided those graduate courses were not credited toward another degree. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here. Advanced standing, if granted, will not reduce the fees.

MASTER OF PHILOSOPHY

Individual candidates may be accepted under regulations set forth in the Calendar of the School of Graduate Studies.

DOCTOR OF PHILOSOPHY

This degree, the highest earned degree of the University of Toronto, is designed to provide opportunities for advanced study in the theoretical foundations of education, as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the Calendar of the School of Graduate Studies. What follows is an expansion of those regulations, as they apply in the Department of Educational Theory.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of specialization, see the descriptions in the various departmental sections of this Bulletin.

The Ph.D. requires a minimum of three years of study. Credit for the first year may be given for the

University of Toronto M.A. or equivalent, with high standing. Ordinarily, a student with Ph.D. candidacy in mind will first undertake an M.A. in the same field of specialization.

ADMISSION REQUIREMENTS

(a) The University of Toronto four-year B.A. or equivalent, with high standing, for admission to the first year of the Ph.D. program, or the University of Toronto M.A. in Educational Theory or equivalent, with high standing, for admission to the second year of the Ph.D. program. Ordinarily, the M.A. will have been in the field of education in which the student proposes to pursue a Ph.D. program.

If a candidate's acceptance into the second year of a three-year Ph.D. program is contingent upon the completion of an M.A. degree, this condition must be satisfied by mid-October. Under exceptional circumstances, and only by prior agreement at the time of the candidate's acceptance to a degree program, a candidate may be permitted to complete a University of Toronto M.A. later than mid-October, but not later than mid-January. In such an event, the candidate must hold dual registration for the M.A. and Ph.D. degrees. (See the section on fees, page 10.) Under no circumstances will a candidate be permitted to hold dual registration after January 15.

(b) Promising scores on the Miller Analogies Test and the Aptitude Test of the Graduate Record Examinations.

These must be filed at the time of application. See pages 7 and 8 for particulars.

(c) Further evidence of scholarly proficiency satisfactory to the Department of Educational Theory and advisors in the particular field of specialization. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in a position to judge the applicant's scholarly professional potential.

(d) A holder of the University of Toronto M.Ed., with high standing, may be admitted to Ph.D. candidacy, following a period of pre-doctoral study under the direction of an advisor in his intended field of specialization. The nature and duration of such pre-doctoral study will vary according to the background and experience of the individual student but, with the M.Ed. already completed, it will be equivalent in depth and breadth to that which the student would have completed had he undertaken an M.A. program in the same field. Normally, this pre-doctoral study will include such course work and research training as may be required to lead to the completion of an independent research project acceptable to the Department of Educational Theory. It is possible for such pre-doctoral study to be completed through summer and other part-time study.

PROGRAM OF STUDY

Each applicant must declare his field of specialization at the time of applica-

25 GENERAL REQUIREMENTS FOR DEGREES

tion. Upon admission, he will be assigned to a faculty advisor who will assist him in blocking out an appropriate program of study. While additional requirements have been established in some fields of specialization, the general requirements for the Ph.D. in the Department of Educational Theory are as follows:

(a) Two academic years of full-time resident study beyond the University of Toronto M.A. or equivalent.

(b) A major subject (normally four half-courses or equivalent) in the student's field of specialization.

(c) Two minor subjects (normally two half-courses each, or equivalent), one of which must ordinarily be taken in another graduate department of the University. Under certain conditions, a maximum of one minor subject may be credited to the Ph.D. on the basis of M.A. or other graduate studies completed.

(d) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Department of Educational Theory. The thesis must constitute a significant contribution to the knowledge of the field of study. The student must declare the field of research for his thesis for approval of the Department of Educational Theory as early as possible in the first year of study beyond the M.A. The precise topic must be submitted by October 10 of the final year of required residence, to the Office of the Coordinator of Graduate Studies, OISE, which in turn submits it to the School of

Graduate Studies by October 31. If this has not been done by the required date, that academic year cannot be counted for residence credit.

(e) A final University of Toronto Senate oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defense by the candidate.

(f) Where necessary, the thesis committee may require a language skill for the purpose of research in a particular area, or the knowledge of statistics and the use of computers may be required. There may or may not be formal testing of these skills; in any event, the quality of the completed thesis will reflect the successful acquisition of them.

(g) All requirements for the Ph.D. must be completed within six years of first enrollment as a Ph.D. candidate, or seven years when advanced standing has not been granted for the M.A. or equivalent.

DOCTOR OF EDUCATION

Regulations for the degree of Doctor of Education appear on pages 25-26 of the Calendar of the School of Graduate Studies for 1969-70.

No new candidates for this degree are currently being accepted. Persons wishing to pursue doctoral study in the field of education should apply for admission to Ph.D. candidacy in the Department of Educational Theory.

Note: It should be noted that graduate degrees in education at OISE do not carry with them certification for teaching in Ontario.

Adult Education



Department of Adult Education

J. ROBY KIDD, *Ed.D. (Columbia), LL.D. (British Columbia), LL.D. (Sir George Williams)*

Professor and Chairman of the Department

DAVID S. ABBEY, *Ph.D. (Toronto)*
Associate Professor (on study leave until June 30, 1971)

DONALD H. BRUNDAGE, *Ed.D. (Columbia)*
Assistant Professor, cross-appointed from the Office of the Coordinator of Graduate Studies

JAMES A. DRAPER, *Ph.D. (Wisconsin)*
Associate Professor

M. DORMER ELLIS, *Ed.D. (Toronto)*
Associate Professor, cross-appointed from the Office of Field Development

M. JOSEPHINE FLAHERTY, *Ph.D. (Toronto)*
Assistant Professor

VIRGINIA R. GRIFFIN, *Ph.D. (Chicago)*
Assistant Professor

ROBIN S. HARRIS, *Ph.D. (Michigan)*
Professor, cross-appointed from Higher Education, University of Toronto

NORMAN H. HIGH, *Ph.D. (Cornell)*
Professor (on leave of absence until June 30, 1971)

HAROLD W. HUSTON, *A.M. (Chicago)*
Lecturer

ROBERT M. LAXER, *Ph.D. (Toronto)*
Professor, cross-appointed from Applied Psychology

EDWARD F. SHEFFIELD, *Ed.D. (New York), LL.D. (Sir George Williams)*
Professor, cross-appointed from Higher Education, University of Toronto (on leave of absence, 1971-72)

ALLEN M. TOUGH, *Ph.D. (Chicago)*
Associate Professor

ASSOCIATED INSTRUCTORS:

KENNETH N. BECK, *Ph.D. (Chicago)*
Assistant Director of Education, Ontario Department of Correctional Services

MAIRI MACDONALD, *Ed.D. (Toronto)*
Director of Counseling, Seneca College, Willowdale

HARVEY A. SILVER, *Ph.D. (State University of New York, Buffalo)*
Chief of Counseling, Development and Agency Relations, Department of Manpower and Immigration, Ontario Region

ALAN M. THOMAS, *Ph.D. (Columbia)*
Executive Assistant to the Minister Without Portfolio, Ottawa

PROGRAMS OF SPECIALIZATION

Programs of specialized study in Adult Education are available at the master's and doctoral levels. They are designed to further the competence of men and women whose professional interests include teaching, planning, counseling, administration, or research, in programs of education or training for adults. Students come from a variety of agencies and several countries.

Each student's program of specialized study is worked out with his advisor on an individual basis in keeping with the student's needs, background, and interests. In addition

to courses in the Department of Adult Education, the student's program may include courses offered by other departments within the Institute and at the University of Toronto.

A special certificate program is also offered in the Department of Adult Education. Further information about any of the programs can be obtained from the Department of Adult Education.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

The Master of Education program with specialization in Adult Education consists of ten half-courses. However, students who have completed one year of professional education for teaching, or the equivalent, are required to take only eight half-courses.

The student's program includes at least three half-courses in Adult Education. Additional electives are selected in consultation with the student's advisor.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION AND COUNSELING

The purpose of this program is to help meet the need for competent counselors of adults in the colleges of applied arts and technology in Ontario, in professional schools, universities, and other institutions involved in postsecondary and continuing education. This program, offered jointly by the Department of Adult Education and the Department of Applied Psychology,

consists of ten half-courses. However, students who have completed one year of professional education for teaching, or the equivalent, are required to take only eight half-courses. Of these, the following courses are required for all students and are to be taken towards the end of the program:

- 1202X Theories and Techniques of Counseling
- 1203 Practicum in Counseling
- 1121X Practicum in Adult Education

The following courses are recommended strongly:

- 1106X Small Group Experience and Theory
- 1113X The Maturation Process and Adult Learning
- 1119X Counseling Services in Post-secondary and Adult Training Settings
- 1120X Foundations of Adult Counseling
- 1266X Theories of Vocational Development

Each student's program will be developed in consultation with the faculty advisor.

MASTER OF ARTS WITH SPECIALIZATION IN ADULT EDUCATION

A minimum of six half-courses and a master's thesis are required. The student's program consists of N1102X, Research Seminar in Adult Education: Master's Level, at least three other half-courses in Adult Education, and one appropriate half-course in statistics and research design. The program will be planned in consultation with an

31 DEPARTMENT OF ADULT EDUCATION

advisor to meet the student's needs and interests.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN ADULT EDUCATION

Regulations governing the Ph.D. program are outlined on pages 23 to 25.

The major in Adult Education consists of N3102X, Research Seminar in Adult Education: Doctoral Level, and four other half-courses in Adult Education, one of which may be a 3152X course in the field of the dissertation. One of the two minors required may consist of half-courses in statistics and research design, which are needed to support the proposed research project. The program will be planned in consultation with an advisor to meet the student's needs and interests.

COURSES

A course is identified with this department when the first two digits in the course number are 11 or 31. See also course listings under Higher Education.

1100X OUTLINE OF ADULT EDUCATION

A review of the field of adult education in Canada, including historical and contemporary programs, practices, and agencies. Current issues and trends in the practice of adult education. Staff, Summer Session and Regular Session (after hours)

1101X PROGRAM PLANNING AND APPRAISAL IN ADULT EDUCATION

Basic concepts, principles, processes, and issues in program planning and appraisal in the wide variety of adult education settings. Emphasis is on skills of critical analysis, creation, and implementation of alternative models. Staff, Summer Session
V. R. Griffin, Regular Session (after hours)

N1102X RESEARCH SEMINAR IN ADULT EDUCATION: MASTER'S LEVEL

A non-credit seminar required of M.A. candidates in Adult Education. An examination of research problems in adult education. Selected research projects are discussed, including those on which students are working.
M. J. Flaherty, Regular Session (daytime)

1105X COMMUNITY EDUCATION AND DEVELOPMENT

Issues and concepts relating to community development and social change, together with historical developments. Theory and concepts in Canada and abroad; methods, evaluation, and training in community development; the role of various agencies, governmental and non-governmental, in development.

J. A. Draper, Summer Session and Regular Session (after hours)

1106X SMALL GROUP EXPERIENCE AND THEORY

An experimental course within a small group setting, involving emphases on

intrapersonal awareness, interpersonal communication skills, group process, and applications to the education of adults.

Prerequisite: Permission of the instructor.

Staff, Summer Session and Regular Session (daytime and after hours)

1108X INDIVIDUAL ADULT LEARNING

An examination of the many learning projects that occur without credit and without a group. Why people learn individually, and what they learn; their competence at planning for learning; and possibilities for providing better help. A detailed course description should be obtained from the instructor's secretary.

A. M. Tough, Regular Session (daytime)

1109X PARENTAL EDUCATION FOR FAMILY LIVING

An examination of the family as it functions as an educational unit in society, a study of the dynamics of family living in relation to the school system, and the planning of programs for education in family living.

D. H. Brundage, Regular Session (daytime)

1110X TEACHING IN ADULT EDUCATION

An exploration of theory and research concerning models, methods, and techniques of teacher-learner interaction in adult education. Technological innovations for facilitating learning will also be evaluated.

Staff, Summer Session and Regular Session (after hours)

1113X THE MATURATION PROCESS AND ADULT LEARNING

A study of adult learning that is derived from research in several social science disciplines. Special emphasis is placed on the changing needs and capacities of adults for learning throughout their life spans, and on optimal learning environments for adults. Applications for practitioners in adult education are made.

Staff, Summer Session and Regular Session (after hours)

1114X COMPARATIVE STUDIES IN ADULT EDUCATION: PART I

An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, it provides an introduction to the field of comparative studies, and it considers educational systems in several countries.

J. R. Kidd, Summer Session and Regular Session (after hours)

1115X COMPARATIVE STUDIES IN ADULT EDUCATION: PART II

For description see 1114X. Students will apply comparative methods to a range of adult educational problems in a number of selected countries.

Prerequisite: Completion of 1114X and permission of the instructor.

J. R. Kidd, Regular Session (after hours)

1119X COUNSELING SERVICES IN POSTSECONDARY AND ADULT TRAINING SETTINGS

A course for students with specializa-

33 DEPARTMENT OF ADULT EDUCATION

tion in Adult Education and Counseling. Topics proposed: the university or college and society; issues in postsecondary education; roles of faculty, students, and administration; student participation and activism; relation of counselor to student; confidentiality and records; relation of faculty advising to counseling; relation of counselor to faculty and administration; group counseling; and group activities.

Students will be asked to undertake a project with one of the colleges.

Prerequisite: Permission of the instructor.

R. M. Laxer, Regular Session (daytime)

1120X FOUNDATIONS OF ADULT COUNSELING

An introductory course that explores the general concepts of counseling. It is designed for general practitioners in adult education and for students specializing in adult counseling. Staff, Summer Session and Regular Session (after hours)

1121X PRACTICUM IN ADULT EDUCATION

A course that provides opportunities for planned, guided, and evaluated field experience. Staff, Summer Session and Regular Session

1123X SEMINAR: EDUCATIONAL APPLICATIONS OF THE PSYCHOLOGY OF COMMUNICATION

Language and perception, linguistics and language learning, semantics, nonverbal communication, mass

media, measuring effectiveness of communications.

Prerequisite: Permission of the instructor.

D. S. Abbey, Regular Session (after hours)

1125X ADULT BASIC EDUCATION

An examination of the problems and issues of adult basic education in Canada and abroad. The research, methodology, and literature relating to this area of adult education; the relation of adult literacy and basic education to poverty, social change, community education, and human development.

J. A. Draper, Summer Session and Regular Session (after hours)

1130X SOCIAL RESPONSIBILITY AND THE ADULT EDUCATOR

This course gives staff and students the opportunity to explore and develop the role of the adult educator, in the light of prevailing social conditions and problems. Participant directed. Staff, Summer Session and Regular Session

1152X INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic.

N3102X RESEARCH SEMINAR IN ADULT EDUCATION: DOCTORAL LEVEL
For Ph.D. students in Adult Education

who intend to select or design a thesis project during 1971-72. The student may seek helpful reactions and suggestions from the group at various stages of his thinking and planning.
H. W. Huston, Regular Session
 (daytime)

3107X SOCIAL FOUNDATIONS OF ADULT EDUCATION

Social forces bearing upon the need for and content of adult education. A theoretical framework for the provision of education throughout the life of the individual in a rapidly changing, increasingly complex society.
 Staff, Summer Session

3111 PSYCHOLOGICAL DEVELOPMENT DURING ADULTHOOD

A seminar to examine factors involved in the physical and mental development of adults, and the problems encountered at various stages of adulthood. Motivations, interests, developmental tasks, career patterns, and family problems of adults; biological, social, and emotional changes during adulthood; adult

intelligence and ability; and implications for the educator and counselor of adults are examined.

Prerequisite: Permission of the instructor.

M. J. Flaherty, Regular Session
 (daytime)

3152X INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: DOCTORAL LEVEL

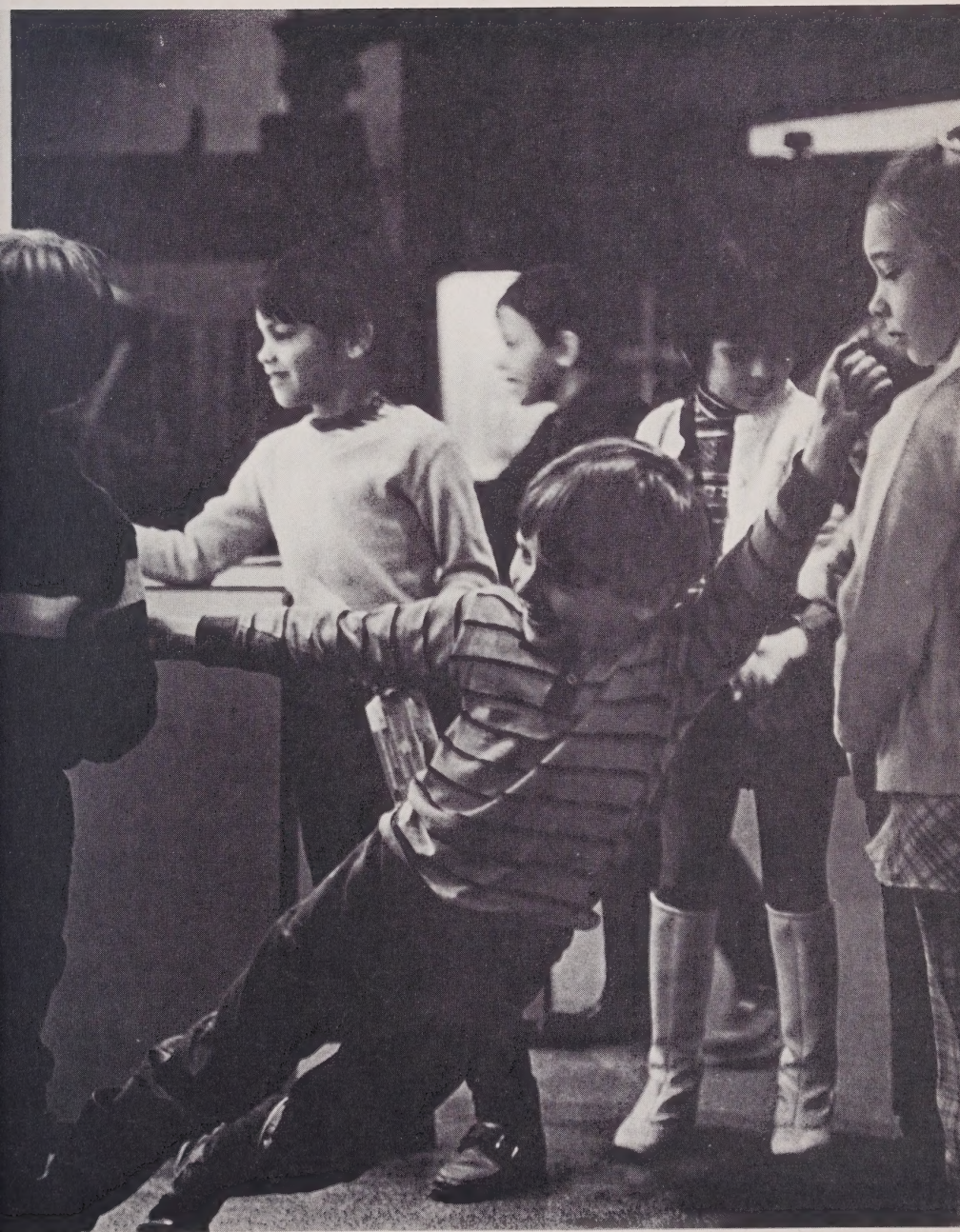
Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic.

The following course might also be of interest to students in Adult Education:

1409X EDUCATION, RADICAL CULTURE, AND SELF-HELP: THE HISTORICAL SETTING OF ADULT EDUCATION

(See full course description, Department of History and Philosophy of Education, page 97.)

Applied Psychology



Department of Applied Psychology

JOHN C. WEISER, *Ed.D. (Missouri)*
*Associate Professor and Chairman of
the Department*

DAVID HUNT, *Ph.D. (Ohio State)*
*Professor and Associate Chairman of
the Department*

SHMUEL M. AVITAL, *Ed.D. (Toronto)*
*Associate Professor, cross-appointed
from Measurement and Evaluation
(on leave of absence until June 30, 1971)*

CARL BEREITER, *Ph.D. (Wisconsin)*
*Professor, cross-appointed to
Curriculum*

DAVID W. BRISON, *Ed.D. (Illinois)*
*Associate Professor, Coordinator of
Research and Development Studies*

GERALD A. CASEY, *Ph.D. (Michigan State)*
*Assistant Professor, cross-appointed
to the Educational Clinic*

CLIFFORD M. CHRISTENSEN, *Ph.D.
(Minnesota)*
Professor

HY I. DAY, *Ph.D. (Toronto)*
Associate Professor

GLEN T. EVANS, *Ph.D. (Queensland)*
Associate Professor

WILLIAM FOWLER, *Ph.D. (Chicago)*
Associate Professor

PETER GAMLIN, *Ph.D. (Cornell)*
*Assistant Professor, cross-appointed
to Special Education and to
The Institute of Child Study,
University of Toronto*

ROBERT C. HARRIS, *Ed.D. (Toronto)*
*Assistant Professor and Head,
OISE Northwestern Centre*

S. B. KENT HENDERSON, *Ph.D. (Toronto)*
Assistant Professor

ROBERT M. LAXER, *Ph.D. (Toronto)*
*Professor, cross-appointed to Adult
Education*

ALAN M. MARCUS, *Ph.D. (Toronto)*
Assistant Professor

SOLVEIGA MIEZITIS, *Ph.D. (Toronto)*
*Assistant Professor, cross-appointed to
Special Education and to the
Educational Clinic (on study leave until
June 30, 1971)*

HARVEY G. NARROL, *Ph.D. (Indiana)*
Associate Professor

JOHN R. NICHOLAS, *Ph.D. (California)*
*Assistant Professor and Head,
OISE Midnorthern Centre*

KENNETH G. O'BRYAN, *Ph.D. (Alberta)*
Assistant Professor

DAVID R. OLSON, *Ph.D. (Alberta)*
Associate Professor

LARRY E. PASS, *Ph.D. (Alberta)*
Assistant Professor

CLIFFORD C. PITT, *Ph.D. (Columbia)*
*Professor and Assistant Coordinator
of Graduate Studies, OISE*

BLAIR W. SHAW, *Ph.D. (Alberta)*
Assistant Professor

HARRY SILVERMAN, *Ph.D. (London)*
*Associate Professor, cross-appointed
from Special Education and from the
Educational Clinic*

EDMUND V. SULLIVAN, *Ph.D. (Syracuse)*
Associate Professor

OTTO WEININGER, *Ph.D. (Toronto)*
Associate Professor

AARON WOLFGANG, *Ph.D. (Oklahoma)*
Assistant Professor

ASSOCIATED INSTRUCTORS:

F. STANLEY HENDRA, *M.A. (Toronto)*
Head of Guidance, East End High
School, Toronto

ELMER E. HUFF, *M.Ed. (Toronto)*
Coordinator of Guidance, North York
Board of Education

MAIRI MACDONALD, *Ed.D. (Toronto)*
Director of Counseling, Seneca
College, Willowdale

BRUCE SINCLAIR, *M.Ed. (Toronto)*
Guidance Consultant, Etobicoke Board
of Education

PROGRAMS OF SPECIALIZATION

The Department of Applied Psychology offers specialized programs in the following areas:

1. Educational Psychology
2. Guidance and Counseling
3. School Psychology

1. EDUCATIONAL PSYCHOLOGY

The M.A. and Ph.D. with specialization in Applied Psychology (Educational Psychology Option) are intended to prepare students for careers in teaching and educational research with a psychological orientation, in research institutes, faculties of education, school board research departments, and other research settings.

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY OPTION)

Admission to the M.A. program ordinarily requires preparation equivalent to a University of Toronto four-year B.A. degree. In addition to the thesis, the regular M.A. program consists of the following courses:

- | | |
|--------|---|
| 1234 | Introduction to Psychological Analysis of Educational Problems |
| 1235X | Research Methods in Educational Psychology |
| 1252K | Individual Reading and Research in Applied Psychology: Selected Educational Problem 1 |
| 1252XL | Individual Reading and Research in Applied Psychology: Selected Educational Problem 2 |

Residence requirement for the M.A. degree is one year.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY OPTION)

Students intending to proceed to the doctoral degree should normally enter at the University of Toronto four-year B.A. level and undertake the three-year course, the first year of which was described under the heading *Master of Arts with specialization in Applied Psychology (Educational Psychology Option)*. However, a limited number of outstanding students holding an appropriate master's degree will be

admitted to the second year of the doctoral program.

In addition to the doctoral thesis and other requirements for the Ph.D., described on pages 23 to 25, the program for the second and third years presently consists of eight half-courses as follows:

- (a) A major, consisting of one of the 3200 series seminars, plus one or two other supporting half-courses, making up a total of at least three half-courses in one of the following areas: learning and cognitive processes, motivation, developmental psychology, social psychology.
- (b) A first minor, normally consisting of two appropriate half-courses within the Department of Educational Theory.
- (c) A second minor, ordinarily consisting of a full course in another department of the School of Graduate Studies. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department, or, under exceptional circumstances, in another department of OISE.

Note that in the Department of Applied Psychology, the Educational Psychology Planning Committee is presently considering changes in the second- and third-year Ph.D. programs. Students may write directly to Dr. K. G. O'Bryan of the Department of Applied Psychology for further information on the revised Educational Psychology program.

2. GUIDANCE AND COUNSELING

MASTER OF EDUCATION WITH SPECIALIZATION IN GUIDANCE AND COUNSELING

The purpose of this program is to help meet the increasing need for well-prepared practitioners in the field of guidance and counseling. By agreement with the Ontario Department of Education, certificated and experienced teachers in Ontario, who pursue a degree of Master of Education with specialization in Guidance and Counseling, may thereby fulfill the academic requirements for the Province of Ontario Specialist Certificate in Guidance. Further information is available in Circular 1968-69:29, Routes to School Guidance Certification, obtainable from the Ontario Department of Education, 44 Eglinton Avenue West, Toronto 310.

In addition to the general requirements detailed on pages 20 to 21, admission to the M.Ed. program with specialization in Guidance and Counseling ordinarily requires a background as follows:

- (a) A course in Child and/or Adolescent Development and two additional courses in the social sciences, one of which must be beyond the introductory level. Courses must have been completed within the last ten years.

or

- (b) Satisfactory completion of a program of qualifying work at the Institute. This program will

ordinarily include a half-course in Child and Adolescent Development and a half-course in Educational Psychology.

or

- (c) The Ontario Specialist Certificate in Guidance.

In determining the prerequisites and course options, consideration is given to Ontario Guidance certificates that an applicant may hold already. Holders of the Elementary and Intermediate certificates are not required to take course 1260X. Holders of the Specialist Certificate are not required to take courses 1260X and 1261X. All degree programs consist of a minimum of eight half-courses, regardless of the certificates held. For students who do not wish to obtain an Ontario Guidance Certificate, course 1261X is optional.

Students are advised to check prerequisites for each course before making out their program planning sheets, so that they can arrange for courses in an appropriate sequence. Prerequisites are listed with the course descriptions at the end of this section of the Bulletin.

The normal requirements of the program include the following:

- 1260X Foundations of Guidance and Counseling
- 1261X Group Work in Guidance
- 1266X Theories of Vocational Development
- 1202X Theories and Techniques of Counseling
- 1203 Practicum in Counseling
- 1611X Essentials of Psychological Testing for Guidance Personnel

Suggested options include the following:

- 1204X Introduction to Personality Theory as Applied to Education
- 1205X Individual Intellectual Assessment
- 1206X Seminar: Learning and Cognitive Processes in Education
- 1209X Seminar: Social Psychology and Education
- 1217X Behavior Modification Techniques, with Practicum
- 1262X Organization and Administration of Guidance Services
- 1267 Advanced Practicum in Counseling

Options available from the course listings in other OISE departments:

- 1284X Behavior Disorders in Relation to Education
- 1013X Supervisory Relationships
- 1113X The Maturation Process and Adult Learning
- 1302X Recent Developments in Elementary Education
- 1303X Recent Developments in Secondary Education
- 1660X Introduction to Empirical Research in Education
- 1666X Elements of Statistics

Other appropriate courses and seminars may be selected.

The student's selection of the preceding optional half-courses is subject to the approval of his advisor and should take into account his background strengths and weaknesses, future goals, and the need for a coherent sequence of courses.

MASTER OF EDUCATION WITH
SPECIALIZATION IN ADULT EDUCATION
AND COUNSELING

For full details of this program, see
page 30 in the Department of Adult
Education.

DOCTOR OF PHILOSOPHY WITH
SPECIALIZATION IN APPLIED
PSYCHOLOGY
(COUNSELING PSYCHOLOGY OPTION)

This program is designed primarily
for persons who desire to assume a
leadership role in counseling
psychology in Canadian education.
Graduates of this program will be
prepared to assume positions as faculty
members in schools, colleges, and
institutes of education; to work with
school systems as coordinators of
guidance; to act as specialists in
in-service training and as staff members
in agencies offering psychological
services; to function as counseling
psychologists on the staff of counseling
centers in colleges and universities.
In accordance with these goals, the
program could be described as being
educationally rather than clinically
oriented, to the extent that such a
distinction can be made.

The admission requirements are
similar to those for the Master of Arts
degree with specialization in Applied
Psychology (Educational Psychology
Option). The program has a minimum
residence requirement of three years
for students entering with a four-year
University of Toronto B.A. in
Psychology, or equivalent. Normally,
students will be able to complete the

degree within the three-year period.
However, individual differences in
background and progress, as well as the
decision to pursue a particular area of
interest in greater depth, might extend
the period of study.

The three years of residence include
three academic years and four
summers of required work; the latter
are to be spent either in formal
Summer Session studies, or in a
supervised, paid internship setting.
Candidates will ordinarily begin the
program in the Summer Session
(July-August) prior to the opening
of the Regular Session.

Programs are individually designed
by the student and his advisor to insure
adequate coverage of necessary areas
of competency. Three full-time inter-
ships during the summer, and two
part-time internships during two
regular academic years, will be planned
to supplement course work, help
students integrate theory with practice,
and provide some specialization appro-
priate to the student's major interest.

*First Summer and First Academic
Year*

The program for the first summer and
academic year normally consists of
eight half-courses, to be chosen from
the following:

- 1206X Seminar: Learning and
Cognitive Processes in
or: Education
- 3200X Research Seminar in Learning
and Cognitive Processes
- 1207X Seminar: Motivation in
or: Education
- 3212X Seminar in Intrinsic
Motivation

- 3207X Research Seminar in Child
or: Development
- 3208X Research Seminar in
Adolescent Development
- 1666X Elements of Statistics
or:
- 3666X Intermediate Statistics and
Research Design
- 1208X Seminar: Personality
Development in Relation to
Education
- 1215X Seminar: Group Processes
- 1216X Psycho-Educational Appraisal
- 1217X Behavior Modification
Techniques, with Practicum
- 1222X Theories of Behavior
Modification
- 1266X Theories of Vocational
Development
- 1611X Essentials of Psychological
Testing for Guidance
Personnel

Second and Third Academic Years and Summers

In addition to the doctoral thesis and other requirements for the Ph.D. degree described on pages 23 to 25, the program for the second and third years consists of the following:

- (a) A major, comprising:
- 3215X Seminar in Counseling
Psychology: Part I
- 3216X Seminar in Counseling
Psychology: Part II
- 3217X Practicum in Counseling
Psychology
- 3218X Research Seminar in
Counseling

Plus:

- (b) 3666X Intermediate Statistics
and Research Design
(if not taken previously)

- (c) A first minor, generally consisting of two half-courses in either Educational Psychology or School Psychology.
- (d) A second minor, ordinarily consisting of one full course taken outside the Institute in some other department of the School of Graduate Studies. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

3. SCHOOL PSYCHOLOGY

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (SCHOOL CONSULTANT OPTION)

This program is designed to prepare students for careers in psychological services in the schools. Graduates of the program will be qualified to act as school consultants in the detection and solution of psycho-educational problems, including the diagnosis and treatment of learning and adjustment problems in school settings.

Admission to the M.A. program ordinarily requires a preparation equivalent to the University of Toronto four-year B.A. degree, with a concentration in Psychology. If the student meets the basic admission criteria but does not have a concentration in Psychology, he should contact the Department of Applied Psychology to determine the suitability of his enrolling in this program.

The program normally requires a

minimum residence period of one academic year and two summers.

The following is a list of the normal requirements, within which the student and his advisor devise an individualized program that takes into account the student's background and preferences, departmental rules, requirements already met, and course availability:

- (a) The School Consultant Program requires the completion of a minimum of nine half-courses and the submission of a satisfactory master's thesis.
- (b) The nine half-courses to be selected will comprise a maximum of six required half-courses and a minimum of three half-course options, selected as follows:

- All students are ordinarily required to take 1211, Seminar and Practicum in School Psychology (two half-course credits), and 1216X, Psycho-Educational Appraisal.
- The student must also choose at least two half-courses from the following list, in order to gain theoretical and practical competences in the area of behavior management:
 - 1202X Theories of Counseling
 - 1203 Practicum in Counseling (Prerequisite: 1202X, or equivalent)
 - 1217X Behavior Modification Techniques, with Practicum. The practicum for this course will usually be arranged within the context of 1211.
 - 1222X Theories of Behavior Modification. Offered every second year (Prerequisite: 1217X)

- 1252XI Individual Reading and Research in Applied Psychology: Personality and Atypical Behavior in Children
- 1252XM Individual Reading and Research in Applied Psychology: Practicum in Diagnostics and Psychotherapy. This will provide a practicum in diagnostics and/or psychotherapy for a limited number of school psychology students who are also enrolled in 1252XI.
- 1666X Elements of Statistics. Many students will be excused from taking this course because of their having satisfactory substitutes already on their university records.

Once all the preceding requirements have been met, the student will have either three or four half-course options remaining. He may fulfill these with any of the courses on the Behavior Management list (preceding), or any of the courses in the Department of Applied Psychology for which he has the prerequisites, and in which there are places. The student may also choose to take OISE courses outside of the Department of Applied Psychology.

- (c) There are a few restrictions concerning the choice of optional courses:
 - A maximum of two OISE courses may be chosen from outside the Department of Applied Psychology.
 - Not more than one individually arranged 1252X course may be

taken by each student. This is a reading course that student and professor plan together on an individualized basis; this rule does not apply to formal course offerings, such as 1252XI.

- The student must take at least nine half-courses at OISE but, if his background permits, he may be able to substitute even further for some of the foregoing requirements.

DOCTOR OF PHILOSOPHY WITH
SPECIALIZATION IN APPLIED
PSYCHOLOGY
(SCHOOL PSYCHOLOGY OPTION)

This program is intended to prepare a person to help in the solution of practical psycho-educational problems (*see Master of Arts with specialization in Applied Psychology, School Consultant Option*), as well as to be active in applying psychological principles to the total school situation. A graduate of this program would probably find himself in a position of greater administrative responsibility than would a graduate of the master's program. He would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. This is a more extensive and intensive preparation than is usually the case for positions requiring the master's degree.

Admission to a Ph.D. degree ordinarily requires a preparation equivalent to the University of Toronto four-year B.A. degree, with a concentration in Psychology. If the student meets the basic admission criteria but

does not have a concentration in Psychology, he should contact the Department of Applied Psychology to determine the suitability of his enrolling in this program.

This doctoral program normally requires a minimum residence period of three academic years and four summers. Candidates will ordinarily begin the program in the Summer Session (July-August) prior to the opening of the regular academic year.

The following is a list of the normal course requirements, within which the student and his advisor devise an individualized program that takes into account the student's background and preferences, departmental rules, requirements already met, course availability, and internship placements:

First Year

This is the same as the first year of the M.A. program (School Consultant Option). See page 42.

Second Year

(a) A major:

- | | |
|--------|--|
| 3202X | Advanced Practicum in School Psychology |
| 3666X* | Intermediate Statistics and Research Design, or equivalent |

Three half-course options, at least two of which should be from the 3000 series in Applied Psychology.

(b) A first minor:

- | | |
|-------|-------------------------|
| 1203* | Practicum in Counseling |
|-------|-------------------------|

Occasionally, students may be able to select two other related OISE half-courses as a first minor.

(c) A second minor, consisting of a full course, or two half-courses, taken outside of OISE in another department

of the School of Graduate Studies. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

Note: Students entering the second year of the Ph.D. program with no school experience will be expected to participate for credit in course 1211, Seminar and Practicum in School Psychology. In such cases, course 3202X will be taken in the third year of the program.

Third Year

- (a) Supervised internship in a school setting (minimum of three days per week).
- (b) One half-course option from the 3000 series in Applied Psychology.
- (c) One half-course option selected in consultation with the advisor.
- (d) Any options desired by the student, or courses deemed necessary by the faculty advisor.

Additional Requirement
Dissertation**

* Courses common to the Counseling and School Psychology programs.
** While there are more courses in this program than in some other doctoral programs, it should be noted that at least three of the courses provide definite opportunities for developing a dissertation problem, for reviewing relevant literature, and for collecting preliminary data.

MASTER OF EDUCATION FOR
SPECIAL PURPOSES

The Department of Applied Psychology will accept candidates for this degree only under exceptional

circumstances. Before being accepted as a candidate for this degree, a student's program must be approved by the Department of Applied Psychology.

OCCASIONAL STUDENTS IN
THE DEPARTMENT OF APPLIED
PSYCHOLOGY

M.Ed. students not enrolled in the regular programs already described may, by arrangement with the Department of Applied Psychology, enroll in a maximum of two half-courses. In exceptional cases, a student may enroll in more than two half-courses by arrangement with his advisor, the Department of Applied Psychology, and the instructor of the course under consideration.

GENERAL NOTE
It is hoped that a substantial number of M.A. and Ph.D. candidates in the Department of Applied Psychology will hold Student Financial Awards with a Graduate Assistantship component. These provide supervised experience in formulating research hypotheses and training in research methodology.

Where possible, it is desirable that the student wishing to enter any of the programs offered by the department consult with staff members to explore the student's suitability and to consider possible modification of the program to meet individual needs.

COURSES

A course is identified with this department when the first two digits in the course number are 12 or 32.

Exceptions to this system are course numbers in the 1280s, 1290s, 3280s, and 3290s; all of these are now in the Department of Special Education.

1200X INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

Analysis and application of principles of learning, motivation, and social behavior in school situations. Staff, Summer Session and Regular Session

1201X CHILD AND ADOLESCENT PSYCHOLOGY

The factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. The preventive and remedial phases of mental health. Staff, Summer Session and Regular Session

1202X THEORIES AND TECHNIQUES OF COUNSELING

The course will be concerned with an appraisal of current theories of counseling, with particular emphasis on the social-learning approach. Theoretical assumptions underlying different approaches will be examined and compared.

Prerequisites: 1260X, plus two additional courses.

G. A. Casey, L. E. Pass, and J. C. Weiser, Summer Session and Regular Session

1203 PRACTICUM IN COUNSELING

Sequenced skill training, including extensive counseling simulation with

video feedback, followed by closely supervised counseling experience in a school or agency setting.

Prerequisites: 1260X, plus two additional courses.

G. A. Casey, L. E. Pass, and staff
Summer Session and Regular Session

1204X INTRODUCTION TO PERSONALITY THEORY AS APPLIED TO EDUCATION

The relation between personality theory and research, and theory and research in other areas of psychology; an examination of the structure and dynamics of personality as found in three or four of the major contemporary theories – in dynamic theories, cognitive theories, behavior theories, etc.; particular consideration of the relevance of these to the teacher-pupil and administrator-teacher relationships.

Staff, Regular Session

1205X INDIVIDUAL INTELLECTUAL ASSESSMENT

Theories of intelligence; the administration and interpretation of the Revised Stanford-Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; an introduction to some other tests of intellectual abilities. Includes a practicum in test administration.

Prerequisite: Permission of the instructor.

C. C. Pitt and associates, Regular Session

1206X SEMINAR: LEARNING AND COGNITIVE PROCESSES IN EDUCATION

Learning theories and their relevance

47 DEPARTMENT OF APPLIED PSYCHOLOGY

and comparison of current theories and research on cognitive processes.

K. G. O'Bryan, Regular Session

1207X SEMINAR: MOTIVATION IN EDUCATION

An examination of contemporary theories on motivation, including neuro-physiological and psychological studies related to arousal and activation, and current research on curiosity, conflict, frustration, and aggression.

S. B. K. Henderson, Regular Session

1208X SEMINAR: PERSONALITY DEVELOPMENT IN RELATION TO EDUCATION

An examination of research into various aspects of personality and behavior modification, including studies of psychotherapy and conditioning therapies.

Prerequisite: 1204X

Staff, Regular Session

1209X SEMINAR: SOCIAL PSYCHOLOGY AND EDUCATION

Research and theory in social influence processes. Behavior in the presence of others (audience and co-action effects, imitative behavior, etc.); interpersonal influence (conformity, influencibility, communication in groups, etc.); group processes (group atmosphere, group productivity, etc.). No prerequisites. Available to students in all OISE programs.

A. M. Marcus, Regular Session

1210X THE LEARNING OF MATHEMATICAL CONCEPTS (cross-listed with the Department of Curriculum)

The nature of mathematical structures; the relation of contemporary theories

of cognition and intellectual processes to the learning of structured material; affective states and rational behavior; developmental states in thought processes; current research. This course is intended primarily for students in Applied Psychology and Ph.D. students in the Department of Curriculum who are specializing in mathematics.

Prerequisites: Background in mathematics, introductory psychology, and two additional psychology courses.
S. M. Avital, Regular Session

1211 SEMINAR AND PRACTICUM IN SCHOOL PSYCHOLOGY

The examination and discussion of professional relations in schools, ethical considerations, and the strategies of applying psychological principles to educational problems in the school. Practicum in the schools, one day per week. Open only to students enrolled in the School Psychology program.
Staff, Regular Session

1215X SEMINAR: GROUP PROCESSES

This is a year-long advanced course for Ph.D. students in Counseling Psychology; other students may be admitted with the permission of the instructor. Personal participation and the development of interpersonal skills will receive major emphasis, especially as these relate to theoretical and professional issues in counseling practice.

Staff, Regular Session

1216X PSYCHO-EDUCATIONAL APPRAISAL

Theory and practicum in psychological assessment techniques applied in school

settings. Individual intelligence testing, with emphasis on the Wechsler Intelligence Scale for Children and the Stanford-Binet; on tests of specific cognitive and perceptual dysfunction; and on assessment of atypical children. Primarily for students in the School Psychology program.

S. Miezitis, Regular Session

1217X BEHAVIOR MODIFICATION
TECHNIQUES, WITH PRACTICUM

Seminar and practicum instruction in appropriate use of behavior modification techniques for managing classroom behavior problems and scholastic difficulties. Under supervision, each student will perform, and later supervise, a number of behavior modification projects.

Prerequisite: Permission of the instructor.

H. G. Narrol, Regular Session

1222X THEORIES OF BEHAVIOR
MODIFICATION

A number of approaches to behavior change – including new and traditional, verbal and non-verbal approaches – will be surveyed in an attempt to interpret and reconcile them within a reinforcement-learning model. The application of these approaches within the educational system will also be discussed. Open only to doctoral students in Applied Psychology.

Prerequisite: 1217X

H. G. Narrol, Regular Session
(1971-72 and alternate years)

1234 INTRODUCTION TO
PSYCHOLOGICAL ANALYSIS OF
EDUCATIONAL PROBLEMS

A model is presented for the analysis

of educational problems, as to the effects of educational environments on individual learners in the accomplishment of specific educational objectives. Several selected psychological theories, relevant to education, are considered in relation to this model. Presentations of their current research programs are made by faculty members. The objectives are to provide the students with a generic skill in the psychological analysis of educational problems, and to acquaint them with some specific psychological approaches that might be applied.

D. Hunt and E. V. Sullivan, Regular Session

1235X RESEARCH METHODS IN
EDUCATIONAL PSYCHOLOGY

A seminar course to provide a background in basic research skills for students of educational psychology. Topics will include research designs, statistical models for data analysis, methods of data gathering, and computer usage. Specific research reports are studied in order to illustrate the translation of theoretical statements into hypotheses and research designs.

S. B. K. Henderson, Regular Session

1252X INDIVIDUAL READING AND
RESEARCH IN APPLIED
PSYCHOLOGY: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

49 DEPARTMENT OF APPLIED PSYCHOLOGY

1252XH INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: RESEARCH METHODS IN SCHOOL PSYCHOLOGY

Research training directed toward the investigation of teaching-learning problems in the classroom. Emphasis will be placed on the development of techniques of systematic observation and problem solving; facilitation of data collection; research logic; feasibility of researching various school problems; the ethical consideration involved in doing research with children in schools; and so on. Students will be expected to review the current research literature, and to design, initiate, and/or participate in research projects in the schools.

Prerequisite: A working knowledge of basic statistical concepts.

B. W. Shaw, Regular Session

1252XI INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: PERSONALITY AND ATYPICAL BEHAVIOR IN CHILDREN

Consideration of the meaning of atypical behavior in children, focusing on its origin, characteristics, social and educational consequences, and on its amenability to change. These aspects will be examined against the background of the broad range of normal personality development from the preschool period through adolescence. Open only to students enrolled in the School Psychology program.

O. Weininger, Regular Session

1252XJ INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: THE SCHOOL AS AN ENVIRONMENT

The organization of the school – the patterns and dynamics of school operation – and its goals and traditions; the complexity of introducing change; the understanding of and sensitivity to the relations within a school and a school system; the lines of communication; the introduction of curriculum; and so on. Attention will also be given to the rationale underlying the present elementary school curriculum, modern developments in curriculum, past and present classroom practices, and recent innovations in education: computer-assisted instruction, individually prescribed instruction, etc. Open only to students enrolled in the School Psychology program.

Staff, Summer Session and Regular Session.

1252K INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: SELECTED EDUCATIONAL PROBLEM 1

For first year M.A. and Ph.D. students in Educational Psychology.

Prerequisite: 1234
Staff, Regular Session

1252XL INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: SELECTED EDUCATIONAL PROBLEM 2

For first year M.A. and Ph.D. students in Educational Psychology.

Prerequisite: 1234
Staff, Regular Session

**1252XM INDIVIDUAL READING AND
RESEARCH IN APPLIED
PSYCHOLOGY: PRACTICUM
IN DIAGNOSTICS AND
PSYCHOTHERAPY**

A practicum in diagnostics and/or psychotherapy, to be planned for each student in consultation with the professor.

Prerequisite: 1252XI

O. Weininger, Regular Session

**1260X FOUNDATIONS OF GUIDANCE
AND COUNSELING**

Philosophical issues related to guidance and counseling decisions are debated, discussed, and evaluated. Counseling theories are evaluated and related to elementary and high school situations. Counselor aids in detecting student maladjustment and ways of dealing with crisis situations are examined. Experimental approaches in counseling are discussed, and students actually design experiments for potential use in investigating counseling problems, or for programs related to their jobs. The impact of nonverbal communication on the counselor-student relationship is examined.

A. Wolfgang, Summer Session and Regular Session

1261X GROUP WORK IN GUIDANCE

Presentation of models of group work processes, as well as of current theory applicable to group work in guidance. Students will be expected to develop a catalog of skills and ideas useful in the school setting, and to develop communication skills essential to group work.

Prerequisite: 1260X

M. MacDonald and *B. Sinclair*,
Summer Session and Regular Session

**1262X ORGANIZATION AND
ADMINISTRATION OF GUIDANCE
SERVICES**

A course for professional guidance workers that examines principles, problems, and procedures in the organization and administration of guidance services in a single elementary or secondary school, in a municipal or provincial system, and in a constellation of schools within such a system. Particular attention will be given to such topics as the functions of school personnel in guidance; in-service training; integration of school and community resources; coordination of elementary, secondary, and post-secondary school programs; guidance-testing programs; information services; placement and follow-up activities.

Prerequisites: 1260X, or Ontario Elementary Guidance Certificate, and 1261X, 1202X, 1203, and 1611X (or equivalent courses).

E. E. Huff, Summer Session and Regular Session

**1266X THEORIES OF VOCATIONAL
DEVELOPMENT**

A study of current research and literature regarding vocational choice. Students will compare their personal theories with those of others and relate their thinking to their recognition of societal attitudes and values.

H. I. Day, Summer Session and Regular Session

51 DEPARTMENT OF APPLIED PSYCHOLOGY

1267 ADVANCED PRACTICUM IN COUNSELING

A continuation of 1203, designed primarily for M.Ed. students.

Prerequisites: 1202X, 1203, and permission of the instructor.

G. A. Casey, Summer Session only

Note: The research seminars that follow are intended primarily for doctoral students in the Department of Applied Psychology. M.A. students may enroll in 3207X and 3208X. Basic research in the area of specialization is reviewed with a special emphasis on the formulation of testable hypotheses that might lead to a contribution to the field of educational psychology.

3200X RESEARCH SEMINAR IN LEARNING AND COGNITIVE PROCESSES: PART I

Ordinarily, 3200X and 3201X must be taken as a full course. With permission of the individual student's faculty advisor and course instructor, however, it is possible in some cases for a student to register separately for 3200X or for 3201X.

K. G. O'Bryan and G. T. Evans, Regular Session

3201X RESEARCH SEMINAR IN LEARNING AND COGNITIVE PROCESSES: PART II

See 3200X.

K. G. O'Bryan and G. T. Evans, Regular Session

3202X ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY

Second-year students, under faculty supervision, will supervise first-year students in the 1211 practicum. In

addition, students will undertake advanced consultative and research projects involving the broad application of psychological principles to the school situation. Open only to doctoral students in School Psychology.

Prerequisite: 1211
Staff, Regular Session

3206X RESEARCH SEMINAR IN COGNITIVE DEVELOPMENT AND LEARNING IN EARLY CHILDHOOD

An intensive focus on cognitive processes and developmental learning in infancy and early childhood. Discussed are concepts, methods, issues, and problems of research, and the development of educational methods and programs for young children. Review papers are included, also empirical work on problems and the development of materials, methods, and measures in relation to ongoing infant day care and/or preschool programs.

W. Fowler, Regular Session

3207X RESEARCH SEMINAR IN CHILD DEVELOPMENT

A comprehensive course in child development, from infancy through youth, with consideration of the life cycle. There is discussion of all aspects and, depending partly on interest, a range of problems with central emphasis on cognitive-developmental learning orientation. Review papers, design and empirical projects.

W. Fowler, Regular Session

3208X RESEARCH SEMINAR IN ADOLESCENT DEVELOPMENT

Staff, Regular Session

52 DEPARTMENT OF APPLIED PSYCHOLOGY

3209X RESEARCH SEMINAR IN COGNITIVE AND LANGUAGE DEVELOPMENT

D. R. Olson, Regular Session

3210X RESEARCH SEMINAR IN SOCIAL PSYCHOLOGY IN EDUCATION: PART I

Primarily concerned with research and theory in persuasive communication and attitude change. Selected topics in this field, and their application to education, are studied.

A. M. Marcus, Regular Session

3211X RESEARCH SEMINAR IN SOCIAL PSYCHOLOGY IN EDUCATION: PART II

Prerequisite: 3210X

Staff, Regular Session

3212X SEMINAR IN INTRINSIC MOTIVATION

Prerequisite: 1207X

H. I. Day, Regular Session

3213X RESEARCH SEMINAR IN MOTIVATION IN EDUCATION

Prerequisite: 3212X

Staff, Regular Session

3215X SEMINAR IN COUNSELING PSYCHOLOGY: PART I

For students in the Ph.D. program in Counseling Psychology. A continuation of studies begun in 1202X. To be taken concurrently with 3216X.

Prerequisite: 1202X, or equivalent.

C. M. Christensen, Regular Session

3216X SEMINAR IN COUNSELING PSYCHOLOGY: PART II

To be taken concurrently with 3215X.

C. M. Christensen and *R. M. Laxer*,
Regular Session

3217X PRACTICUM IN COUNSELING PSYCHOLOGY

Staff, Regular Session

3218X RESEARCH SEMINAR IN COUNSELING

Staff, Regular Session

3220X ANALYSIS OF LEARNING TASKS (cross-listed with the Department of Curriculum)

Analysis at both the theoretical and practical levels of what has been learned and what should be learned in order to reach stipulated educational objectives. Social learning, emotion, motor skills, cognitive skills, and formal school material are analyzed. The relevance of psychological theory to this process is examined.

Prerequisite: Permission of the instructor.

C. Bereiter, Regular Session

3235X QUANTITATIVE METHODOLOGY IN EDUCATIONAL PSYCHOLOGY

The aim of the course is to provide a conceptual basis for and discussion of the principles, use, and research implications of modern quantitative theories and methods in psychology and education. The content of the course may be viewed either as a series of technical procedures, or as a variety of ways of attacking research in a number of areas. Each of the problem areas would normally be discussed in relation to particular experimental work, the choice being dependent on the interests of the students taking the course.

G. T. Evans, Regular Session

53 DEPARTMENT OF APPLIED PSYCHOLOGY

3252X INDIVIDUAL READING AND
RESEARCH IN APPLIED
PSYCHOLOGY: DOCTORAL LEVEL

Description as for 1252X, but at the
doctoral level.

3252XH INDIVIDUAL READING AND
RESEARCH IN APPLIED
PSYCHOLOGY: ADVANCED
RESEARCH METHODS IN
SCHOOL PSYCHOLOGY

A continuation of course 1252XH.
Open only to students at the doctoral
level.

Prerequisite: 1252XH, or equivalent.
Staff, Regular Session

Computer Applications



Department of Computer Applications

LESLIE D. MCLEAN, *Ph.D. (Wisconsin)*
Associate Professor and Chairman
of the Department

STACY CHURCHILL, *Ph.D. (London)*
Assistant Professor

DOUGLAS G. CRAWFORD, *Ph.D. (Toronto)*
Assistant Professor

JEREMY D. FINN, *Ph.D. (Chicago)*
Visiting Associate Professor
(until June 30, 1971),
cross-appointed from Measurement
and Evaluation

ROBERT W. B. JACKSON, *Ph.D. (London),*
LL.D. (Alberta), F.R.S.S., F.C.P.
Professor and Director of OISE

JOHN S. KATZ, *Ed.D. (Harvard)*
Assistant Professor, cross-appointed
from Curriculum

G. HARRY MCCLAUGHLIN, *Ph.D. (London)*
Associate Professor

ROBERT S. MCLEAN, *Ph.D. (Carnegie-*
Mellon)
Assistant Professor

WILLIAM P. OLIVIER, *Ph.D. (Texas)*
Assistant Professor

RONALD G. RAGSDALE, *Ph.D. (Wisconsin)*
Associate Professor

FREDERICK B. RAINSBERRY, *Ph.D.*
(Michigan State)
Professor, cross-appointed from
Curriculum

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Assistant Professor, cross-appointed
from Measurement and Evaluation

PROGRAMS OF SPECIALIZATION

Programs leading to the M.Ed., M.A., or Ph.D. degrees with specialization in Computer Applications are worked out for individual students.

Many students concentrate on applications of computer technology to education, but some pursue programs emphasizing instructional technology. Courses associated with the latter specialization include 1500X, 1501X, 1502X, 1505X, and 3500X. Other related courses include 1340X, 1341X, and 3340X.

Students will have an opportunity to work on research projects either in the department's computer-based laboratory or in the field, where a number of innovative projects are under way.

The department's program is designed to prepare candidates for careers in teaching and in directing the use of computers in education. The program is intended to develop skills in pure and applied research pertaining to computer applications in education and the management of individualized learning systems.

The long-term goal of the departmental program is to contribute to the emergence of the instructional theory and associated technology, which will make it possible for schools to meet the needs of their learners – viewed as individuals – in a more effective way.

Ph.D. candidates may select their

outside minor according to their interests and background. It is generally expected, however, that students specializing in computer technology will select their outside minor from the Department of Computer Science, University of Toronto.

COURSES

A course is identified with this department when the first two digits in the course number are 15 or 35.

1500X INTRODUCTION TO INDIVIDUALIZED INSTRUCTION

An overview of and the prospects for individualized instruction. The emphasis will be on practical problems involved in and recommendations for the planning and implementation of individualized instruction.

D. G. Crawford, Regular Session

1501X COMPUTER-GUIDED INSTRUCTION

Theory, practice, and current research in the use of computers to guide instruction. Specific topics change each year.

Prerequisite: 1505X or permission of the instructor.

W. P. Olivier, Regular Session

1502X INTRODUCTION TO INSTRUCTIONAL TECHNOLOGY

Instructional technology is viewed as a body of knowledge about processes and communication capabilities available to those with specific instructional goals for individual learners. Emphasis is placed on the

description and examination of processes involved in the development of instructional specifications, materials, and strategies for the achievement of specific instructional purposes. The implications of instructional technology for teachers, students, and society are considered.
D. G. Crawford, Regular Session

1503X INTRODUCTION TO COMPUTER APPLICATIONS IN EDUCATION

No previous computer experience required. This course deals with the principles of computer functioning and an introduction to programming in computer languages used in Ontario secondary schools; with computer applications such as financial accounting, student accounting, and scheduling for school systems and colleges of applied arts and technology; and with curriculum, organization, and teacher training in student programming. This course includes tutorial sessions for beginners.

S. Churchill, Summer Session and Regular Session

1505X INSTRUCTIONAL PROGRAMMING

The application of principles derived from computer-assisted instruction and programmed instruction to the selection and development of instructional materials.

W. P. Olivier, Summer Session and Regular Session

1510X COMPUTER APPLICATIONS TO RESEARCH PROBLEMS

A detailed study of computer applications to education by means of current OISE research and development

59 DEPARTMENT OF COMPUTER APPLICATIONS

projects. Special attention is given to the systems and programming requirements of projects using the computer systems available within the Institute. Included at present are projects in information retrieval, computer-assisted and computer-managed instruction, computer-controlled learning aids, and data acquisition systems.

R. G. Ragsdale, Regular Session

1515X COMPUTERS IN THE CURRICULUM (cross-listed with the Department of Curriculum)

A survey of computer applications in the classroom. Student use of computers to solve numerical problems in subjects such as mathematics and physics, and to employ non-numeric techniques in the humanities and social sciences; discussion of CAI and simulation as curriculum tools; automated record keeping, testing and evaluation; and the computer as a subject in secondary schools.

R. S. McLean, Regular Session

1520X PROCESSING EDUCATIONAL DATA

No previous computer experience required. This course deals with the principles of using computers to solve problems arising in any educational system: unit record and special equipment (e.g., optical scanning devices); basic programming languages; fundamentals of system design; and the extraction and evaluation of management information.

M. W. Wahlstrom, Regular Session

1525X THE COMPUTER IN EDUCATIONAL ADMINISTRATION (cross-listed with the Department of Educational Administration)

No previous computer experience required. The principles of systems analysis as applied to educational systems. Computer installation: from the feasibility study through system debugging. Computer-aided instructional management. System design principles for financial and administrative applications. Problems of the classroom computer.

S. Churchill, Summer Session and Regular Session

1552X INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

3500X RESEARCH SEMINAR IN INDIVIDUALIZED INSTRUCTIONAL SYSTEMS

A critical review of the literature relevant to the design, implementation, and validation of individualized learning systems. Consideration of systems now in operation or proposed.

D. G. Crawford, Regular Session
(1971-72 and alternate years)

3535X SIMULATION MODELS OF
COGNITION AND LEARNING

The conceptual foundations of computer models of the processes involved in cognition and learning. Constructing models from psychological data; implementation of models on digital computers; evaluation of model performance.

R. S. McLean, Regular Session

3552X INDIVIDUAL READING AND
RESEARCH IN COMPUTER
APPLICATIONS: DOCTORAL
LEVEL

Description as for 1552X, but at the doctoral level.

3556X RESEARCH SEMINAR ON
INFORMATION PROCESSING IN
EDUCATION

A seminar for selected graduate students and interested faculty members for the discussion of special topics such as information retrieval, computer-based instruction systems, and educational information systems.

Staff, Regular Session

A number of courses in other departments of the Institute might be of interest to students in Computer Applications. Special attention is directed to the following:

1340X AUDIOVISUAL COMMUNICATION
IN TEACHING AND LEARNING
(See full course description,
Department of Curriculum,
page 69.)

1341X THE PHILOSOPHICAL STUDY OF
MEDIA IN EDUCATION
(See full course description,
Department of Curriculum,
page 69.)

3340 RESEARCH SEMINAR IN AUDIO-
VISUAL COMMUNICATION AND
INSTRUCTIONAL TECHNOLOGY
(See full course description,
Department of Curriculum,
page 73.)

1909X PRACTICAL PROBLEMS IN
EDUCATIONAL INNOVATION
(See full course description,
Department of Sociology in
Education, page 119.)

Curriculum



Department of Curriculum

RALPH GARRY, *Ph.D. (Stanford)*

*Professor and Chairman of the
Department*

CARL BEREITER, *Ph.D. (Wisconsin)*

*Professor, cross-appointed from
Applied Psychology*

EDMUND BRENT, *Ph.D. (Cornell)*

Assistant Professor

DOUGLAS C. CAMPBELL, *Ed.M. (Illinois)*

Lecturer

CHESTER D. CARLOW, *Ph.D. (Syracuse)*

Assistant Professor

F. MICHAEL CONNELLY, *Ph.D. (Chicago)*

Assistant Professor

JOHN HERBERT, *Ed.D. (Columbia)*

Associate Professor

JOHN S. KATZ, *Ed.D. (Harvard)*

*Assistant Professor, cross-appointed
to Computer Applications*

MALCOLM A. LEVIN, *Ed.D. (Harvard)*

*Assistant Professor, cross-appointed
from Educational Administration*

GARNET L. MCDIARMID, *Ph.D. (Syracuse)*

Assistant Professor

JOHN A. MCINNES, *Ed.D. (Columbia)*

*Assistant Professor, cross-appointed
to The Institute of Child Study,
University of Toronto, and to the
Educational Television Branch of the
Ontario Department of Education*

FREDERICK B. RAINSBERRY, *Ph.D.*

(Michigan State)

*Professor, cross-appointed to
Computer Applications*

HILDRED RAWSON, *Ph.D. (Alberta)*

*Assistant Professor, cross-appointed
to the Educational Clinic*

ELLEN M. REGAN, *Ed.D.*

*(State University of New York, Albany)
Assistant Professor*

DOUGLAS A. ROBERTS, *Ed.D. (Harvard)*

Assistant Professor

FRANK SMITH, *Ph.D. (Harvard)*

Associate Professor

HANS H. STERN, *Ph.D. (London)*

*Professor and Director of the
Modern Language Center*

JOEL WEISS, *Ph.D. (Chicago)*

*Assistant Professor, cross-appointed
to Measurement and Evaluation*

CROSS-APPOINTED FROM THE OFFICE OF
FIELD DEVELOPMENT:

KENNETH LEITHWOOD, *Ph.D. (Toronto)*

*Assistant Professor and Development
Officer, OISE Trent Valley Centre*

KENNETH F. PRUETER, *Ed.D. (Harvard)*

*Professor and Coordinator of Field
Development, OISE*

FLOYD G. ROBINSON, *Ph.D. (Alberta)*

*Professor and Head,
OISE Niagara Centre*

HOWARD H. RUSSELL, *Ed.D. (Toronto)*

*Professor and Head, OISE Trent
Valley Centre*

ROBERT H. STINSON, *Ph.D. (Toronto)*

*Professor and Head, OISE Western
Ontario Centre*

WILFRED WEES, *Ph.D. (Toronto)*

*Associate Professor and Assistant to
The Coordinator of Field Development,
OISE*

ASSOCIATED INSTRUCTORS:

DONALD C. HAMBLETON, *Ed.D. (Columbia)*
Educational Research Coordinator,
Metropolitan Toronto School Board

GEOFFREY MILBURN, *M.A. (Durham)*
Professor and Head, History
Department, Althouse College,
University of Western Ontario

E. J. ROSEN, *M.D., C.M. (McGill)*
Associate Professor, Department of
Psychiatry, University of Toronto

SEYMOUR TRIEGER, *Ed.D. (Columbia)*
Associate Research Coordinator,
Department of Research, Toronto
Board of Education

PROGRAMS OF SPECIALIZATION

Programs in this department center on the study of instructional practices and materials. In part, the students' programs are interdisciplinary, applying to the instructional situation theoretical perspectives from a variety of disciplines, including philosophy, sociology, psychology, anthropology, and communications theory. A second component of these programs deals with substantive issues in specific subject areas. Often, students are expected to choose subject-area courses from other departments of the School of Graduate Studies, as well as from the Department of Curriculum. Appropriate research skills are developed through course work offered within this department and in other departments of OISE.

Candidates for degrees in Curriculum are expected to concentrate in a specific area of curriculum or instruction. The

following are included: analysis of teaching; applied linguistics and second-language teaching; curriculum theory and foundations; English, communications, and instructional media; evaluation of curriculum and instruction; mathematics education; reading and language; research on teacher preparation; science education; social studies education; and the education of minority groups, especially Indians and Eskimos. Applicants should designate the proposed area of concentration in Curriculum at the time of application.

The Department of Curriculum does not have sufficient resources to accept all applicants who meet the minimum standards of the School of Graduate Studies, especially for the part-time M.Ed. program. Available student places are awarded to the most highly qualified applicants.

MASTER OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin. In addition, those applying for part-time study should note that the Department of Curriculum now requires that applicants submit (a) a score on the Miller Analogies Test; (b) a letter of reference from a professional colleague; (c) a letter of reference from a person in a position to judge the applicant's scholarly promise; (d) a written statement (about one page) indicating the applicant's career plans and reasons for wanting to

undertake a curriculum program;
(e) evidence to satisfy the general requirements for admission to the M.Ed. program, as outlined on page 20 of this Bulletin.

This program consists of eight half-courses as follows:

(a) 1300X Foundations of Curriculum Development.

(b) Three other half-courses within the Department of Curriculum.

(c) One half-course within either the Department of Applied Psychology or the Department of Measurement and Evaluation.

(d) One half-course selected from either the philosophy of education offerings within the Department of History and Philosophy of Education, or from the Department of Sociology in Education.

(e) Two elective half-courses, chosen according to the individual's background and interests and approved by his faculty advisor. These may be selected from course offerings in any department of OISE, or in another department of the School of Graduate Studies.

MASTER OF ARTS WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin.

In addition to the master's thesis, the M.A. program consists of the non-credit seminar N1397X and six half-courses as follows:

(a) 1300X Foundations of Curriculum Development.

(b) Two other half-courses within the Department of Curriculum.

(c) One half-course within either the Department of Applied Psychology or the Department of Measurement and Evaluation.

(d) One half-course selected from either the philosophy of education offerings within the Department of History and Philosophy of Education, or from the Department of Sociology in Education.

(e) One elective half-course, selected from any department of OISE, or from another department of the School of Graduate Studies.

In order to ensure a range of knowledge appropriate for study in Curriculum, candidates who are required to do prerequisite work for admission to the M.A. program may be expected to include course work from other departments of OISE and from other departments in the School of Graduate Studies.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN CURRICULUM

The Ph.D. program in Curriculum is frequently undertaken as preparation for academic positions in universities, and for other specialized responsibilities in public education. Ordinarily, students who enter this program have a minimum of two years of professional experience. Applicants for admission should refer to the General Information section of this

Bulletin and should note that Ph.D. candidates must have completed the Master of Arts degree in Curriculum, or its equivalent. (Students whose Ph.D. candidacy is contingent upon successful completion of a Qualifying Research Paper must take the non-credit seminar, N1397X.)

In addition to the major thesis and other requirements as described on pages 23 to 25, the normal pattern of study for this degree is as follows:

- (a) A major in Curriculum, consisting of four half-courses. Ordinarily, these are selected from the department's offerings, but one must be a course in statistics if such a course is essential to the student's thesis.
- (b) A first minor in this or another department of OISE, consisting of two half-courses to be selected.
- (c) A second minor consisting of a full course or two half-courses, normally in some other department of the School of Graduate Studies, selected in relation to the student's specialized interests.

THE MODERN LANGUAGE CENTER

The Modern Language Center is a part of the Department of Curriculum and offers opportunities for M.Ed., M.A., and Ph.D. study concentrated in applied linguistics and second-language teaching. Although most of the program is offered within the Department of Curriculum, students affiliated with this Center are ordinarily advised to take some course work in the Centre for Linguistic Studies or in language

departments of the School of Graduate Studies.

COURSES

A course is identified with this department when the first two digits in the course number are 13 or 33.

1300X FOUNDATIONS OF CURRICULUM DEVELOPMENT

A study of curriculum problems, using theory and research from various psychological, sociological, and anthropological orientations. The role of personnel in curriculum work is related to organizational structures, educational systems, and school innovation.

G. L. McDiarmid, F. M. Connelly, and staff, Summer Session and Regular Session

1302X RECENT DEVELOPMENTS IN ELEMENTARY EDUCATION

An examination of selected modern developments in the curriculum and organization of elementary schools. The theoretical and empirical rationale for specific innovations will be emphasized.

K. F. Prueter and E. Regan, Summer Session and Regular Session

1303X RECENT DEVELOPMENTS IN SECONDARY EDUCATION

An examination of selected modern developments in the curriculum and organization of secondary schools. The theoretical and empirical rationale for specific innovations will be emphasized.

Staff, offered as required

1304X CURRICULUM SPECIALIZATION

A course designed to permit the study of a specific area of curriculum or instruction not already covered in the courses listed for the current year. This course may include field experience and research, as well as the examination of theoretical bases underlying the given specialized area.

This course does not fulfill the purpose of 1352X. Course 1304X will enroll groups of students who are interested in pursuing, in depth, the problems of a specific area of curriculum or instruction.

Staff, offered as required.

1306X DIAGNOSIS AND INSTRUCTIONAL TECHNIQUES

Study and practicum of pupil difficulties. Techniques of preventive and remedial teaching in the elementary school, with special emphasis on practices suitable for typical groups. Diagnostic tests, observations and examinations, and interpretations of the results are employed.

Staff, offered as required.

1310X READING IN THE SCHOOL CURRICULUM

A study of the components of reading development: the teaching of reading as part of the language program from preschool to adult levels, reading in the content fields, methods and materials of instruction, testing growth in reading.

J. A. McInnes, Summer Session and Regular Session (after hours)

1311X READING AND LANGUAGE COMPREHENSION

A survey of the cognitive, perceptual, linguistic, and physiological systems fundamental to the comprehension of language, with particular reference to reading, at all age levels. Recommended as a basis for all courses pertaining to the study of reading.

F. Smith, Summer Session and Regular Session (after hours)

1312 APPRAISAL OF READING PROFICIENCY AND REMEDIATION

Techniques for the diagnosis and correction of reading problems; experiences in interviewing, observing, testing, and teaching individuals and small groups. Reports of parents and teachers.

Prerequisite: Permission of the instructor.

H. Rawson, Regular Session

1313X CURRICULUM FOR LANGUAGE DEVELOPMENT

The development of a school curriculum for language, considering pertinent theoretical and research contributions from the fields of psychology, linguistics, sociology, and education, and ways in which these contributions relate to language development and to instructional programs and practices in the schools.

E. M. Regan, Regular Session

1315X ENGLISH AT THE SECONDARY SCHOOL LEVEL

A critical analysis of prevailing practices and proposed innovations

in the teaching of the humanities and communication. Students will evaluate the rationale and implications of specific programs.

Prerequisite: Permission of the instructor.

J. S. Katz, Regular Session

1316X MATHEMATICS IN THE SCHOOL CURRICULUM

A variety of recent curriculum reforms in mathematics is studied. Their characteristics, trends, compatibility with theories and research relating to meaningful learning, cognitive maturity, and motivation are analyzed.

C. D. Carlow, Regular Session (after hours)

1317X THEORY OF SECOND-LANGUAGE TEACHING

The following areas of language teaching are examined: research; history; sociopolitical and educational contexts; relation to linguistics and psychology; and theories, models, and methods.

H. H. Stern, Summer Session and Regular Session

1318X METHODOLOGY AND ORGANIZATION OF SECOND-LANGUAGE TEACHING

A course in the practice of language teaching that is concerned, in the broad sense, with methodology. It deals with the objectives, subject matter, materials, techniques, testing, and curriculum design of second-language teaching. The organizational aspects, e.g., language teaching at different educational levels, planning and administration, and language

teaching as a profession, are also examined.

Prerequisite: 1317X, or permission of the instructor.

H. H. Stern and staff, Summer Session and Regular Session

1319X RESEARCH SEMINAR IN APPLIED LINGUISTICS: MASTER'S LEVEL

This seminar provides opportunities for intensive individual and group study of specific problems, to be selected each year in consultation with the students.

Prerequisite: 1317X, or 1318X, or permission of the instructor.

H. H. Stern, Regular Session

1320X SCIENCE IN THE SCHOOL CURRICULUM

The incorporation of the content, methods, and world view of science in the general education curriculum: realities and possibilities.

Section A: elementary school emphasis, *D. A. Roberts*.

Section B: secondary school emphasis, *D. C. Campbell*.

Prerequisite: Permission of the instructors.

Summer Session and Regular Session (after hours)

1321X THE EDUCATION OF SCIENCE TEACHERS

An examination of problems and issues specific to the pre-service and in-service education of science teachers for both elementary and secondary schools. Intended primarily for those who now have, or who expect to have, responsibility in this area, either in the

69 DEPARTMENT OF CURRICULUM

schools or in teacher-education institutions.

Prerequisites: Permission of the instructors, and 1320XA, or 1320XB, or equivalent.

D. A. Roberts and *D. C. Campbell*, Summer Session and Regular Session (after hours)

1322X SOCIAL STUDIES IN THE SCHOOL CURRICULUM

A review of the major approaches and problems in secondary social studies education. Particular attention will be given to the rationales and teaching approaches of the newer social studies projects.

M. A. Levin, Regular Session

1330X DESCRIPTIVE AND APPLIED LINGUISTICS OF FRENCH

A critical review of the prevalent linguistic theories and analyses of contemporary French, and their bearing on the teaching of French as a second language.

Prerequisite: 1333, or equivalent.

E. Brent, Summer Session and Regular Session (not offered in 1971-72)

1331X SEMINAR IN THE DESCRIPTIVE AND APPLIED LINGUISTICS OF FRENCH

A practical analysis and description of selected aspects of contemporary French phonology, morphology, syntax, and semantics. Linguistic descriptions are applied to the solution of specific teaching problems.

Prerequisite: 1330X, or equivalent.

E. Brent, Summer Session and Regular Session (after hours)

1332X DESCRIPTIVE AND APPLIED LINGUISTICS OF ENGLISH FOR TEACHERS OF ENGLISH AS A SECOND LANGUAGE

A survey of descriptions of English and the development of a linguistic analysis of English, with a view to the teaching of English as a second language.

Staff, Summer Session and Regular Session

1333 INTRODUCTION TO THEORETICAL AND DESCRIPTIVE LINGUISTICS

A general introduction to the scientific study of language, focusing on those current general linguistic theories having practical significance for the specialized study of particular languages. Theories are matched with the descriptive practices they have given rise to, and course participants develop some descriptive skill through problems in a variety of languages.

E. Brent, Summer Session and Regular Session

1340X AUDIOVISUAL COMMUNICATION IN TEACHING AND LEARNING (cross-listed with the Department of Computer Applications)

A study of the impact of media on human development, with special emphasis on the relevance of the different media for the design of curriculum. Principles of child development – leading to significant dimensions of elementary, secondary, higher, and adult or informal education – will be reviewed. The aesthetic qualities of various media

will be discussed, and assessments of their appropriateness for curricular material will be made. There will be a review of current research on the impact of media on children and society, with considerable attention given to the effectiveness of media in the teaching-learning process. Typical program formats will be exhibited during the course, with basic attention directed to the principles of critical evaluation.

F. B. Rainsberry and E. J. Rosen,
Regular Session

**1341X THE PHILOSOPHICAL STUDY OF
MEDIA IN EDUCATION**
(cross-listed with the
Department of Computer
Applications)

A review of basic communication theories, with special attention given to the philosophical and psychological premises, is included. Studies in research, history, and significant programming of the various media will be made in depth. With the approval of the staff, students, individually or in groups, will undertake projects for study and development.

Prerequisite: 1340X

F. B. Rainsberry and E. J. Rosen,
Regular Session

**1342X FILM AND THE TEACHING OF
THE HUMANITIES**

Film as an art form: an analysis of historical, sociological, and aesthetic links with the teaching of the humanities.

Prerequisite: Permission of the instructor.

J. S. Katz, Regular Session

**1352X INDIVIDUAL READING AND
RESEARCH IN CURRICULUM AND
INSTRUCTION: MASTER'S LEVEL**

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

**1355X PRINCIPLES OF ENQUIRY IN
THE BIOLOGICAL SCIENCES**

An examination of a diversity of patterns of biological enquiry in terms of principles and problem areas. Special attention will be given to ecology. A textual analysis and discussion course.

F. M. Connolly, Regular Session
(alternate years; not offered in 1971-72)

**1357 ENQUIRY MATERIALS
DEVELOPMENT IN SCIENCE**

The roles of logical and psychological conceptions of enquiry in curriculum development will be explored in selected readings. This course will focus on the logical aspects of enquiry and will use original papers, science fiction, narratives of enquiry, invitations to enquiry, case studies, games, and taped discussions. Students will develop one of these materials in workshop activity.

F. M. Connolly, Summer Session only

**1360X THE EVALUATION OF
CURRICULUM AND
INSTRUCTION**
(cross-listed with the
Department of Measurement
and Evaluation)

This course serves as an introduction to the strategies and techniques utilized

71 DEPARTMENT OF CURRICULUM

in the evaluation of curriculum programs, projects, and materials. Both formative and summative evaluation procedures are discussed, and students will work through evaluation problems associated with particular curriculum programs or projects. The evaluation of various instructional techniques will also be explored and critically analyzed.

Prerequisites: Knowledge of descriptive statistics and elementary testing concepts.

J. Weiss, Summer Session and Regular Session

1370X THE DEVELOPMENT OF READING PROGRAMS

Preparation of principals, supervisors, and consultants for collaboration with teachers to develop and improve reading programs. Supervised field work, including experience with ongoing OISE development projects in reading, and case studies of work with schools, teachers, and children, form the basis of seminar study.

Prerequisite: Permission of the instructor.

J. A. McInnes, Regular Session
(after hours)

1380X CULTURAL DETERMINANTS OF THE CURRICULUM

This course will examine the curriculum of the schools as it exists today and as it is proposed, in several variations, in relation to the education of selected native and minority groups in Canada.

G. L. McDiarmid, Regular Session

N1395X PRACTICUM IN CURRICULUM PROBLEMS

A non-credit course designed for curriculum students who have had limited experience with schools and school systems. Observations and seminars will give students an opportunity to view educational issues and concerns through the eyes of teachers and administrators.

Staff, Regular Session

N1397X SEMINAR IN CURRICULUM AND INSTRUCTION: MASTER'S LEVEL

A non-credit seminar in thesis-proposal preparation and related problems.

Staff, Regular Session

3300X RESEARCH SEMINAR IN CURRICULUM AND INSTRUCTION

This course is designed to acquaint students with the elements of educational research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures.

Prerequisite: 1300X

Staff, offered as required

3301X SYMPOSIUM IN RESEARCH IN CURRICULUM AND INSTRUCTION

An advanced symposium of staff members and students who wish to develop a more precise language for curriculum, particularly in their own fields of interest. Attention will be

given to techniques of defining and categorizing, to the development of theories and models, and to the analysis of goals and values.

J. Herbert, Regular Session

3302X SEMINAR IN THE ANALYSIS OF EDUCATIONAL PROCESSES

An advanced seminar in observing, recording, and analyzing educational procedures, and in the use of such information for the improvement of curricula and instructional practices. Close attention will be given to the selection, design, and use of formal and informal techniques for observing teaching.

J. Herbert, Regular Session

3310X RESEARCH SEMINAR IN READING

A critical examination of recent research related to the field of reading. Consideration will be given to the types of designs being used and to the methods of collecting and analyzing data. Students will gain practice in designing and planning studies in workshop situations. Individual problems for study will also be presented by students.

Prerequisite: 1310X, or 1311X

Staff, offered as required

3311X THE PERCEPTION OF LANGUAGE

An advanced course that examines in depth the topics listed in 1311X and emphasizes the acquisition and organization of knowledge through reading.

Prerequisite: 1311X

F. Smith, Regular Session

3316X RESEARCH SEMINAR IN MATHEMATICS CURRICULUM

A critical examination of recent research relevant to the learning of deductive mathematical systems. Reports and discussions by students will concern the implications of this research for further steps in the curriculum reform of secondary school mathematics.

Prerequisite: 1316X

C. D. Carlow, Regular Session
(alternate years; not offered in 1971-72)

3319X RESEARCH SEMINAR IN APPLIED LINGUISTICS: DOCTORAL LEVEL

Description as for 1319X, but at the doctoral level.

Prerequisite: 1317X, or 1318X, or permission of the instructor.

H. H. Stern, Regular Session

3320X RESEARCH SEMINAR IN SCIENCE EDUCATION

A critical appraisal of the empirical, philosophical, and historical research literature on education in the natural sciences. Enrollment is limited to students at the doctoral level.

Prerequisite: Permission of the instructors.

D. C. Campbell, F. M. Connelly, and D. A. Roberts, Regular Session
(daytime)

3322X RESEARCH SEMINAR IN SOCIAL STUDIES EDUCATION

A critical examination of selected philosophical and empirical research literature on social studies education in schools.

73 DEPARTMENT OF CURRICULUM

Prerequisite: Permission of the instructor.

M. A. Levin, Regular Session

- 3340 RESEARCH SEMINAR IN
AUDIOVISUAL COMMUNICATION
AND INSTRUCTIONAL
TECHNOLOGY
(cross-listed with the
Department of Computer
Applications)

The examination of various theories and models of communication, visual perception, and systems, and their conceptual applicability to curriculum development and the design of instructional programs.

Prerequisites: 1340X and 1341X

F. B. Rainsberry, Regular Session

- 3352X INDIVIDUAL READING AND
RESEARCH IN CURRICULUM AND
INSTRUCTION: DOCTORAL LEVEL

Description as for 1352X, but at the doctoral level.

A number of courses in other departments of the Institute might be of interest to students in Curriculum. Special attention is directed to the following:

- 1210X THE LEARNING OF
MATHEMATICAL CONCEPTS

(See full course description,
Department of Applied Psychology,
page 47.)

- 3220X ANALYSIS OF LEARNING TASKS

(See full course description,
Department of Applied Psychology,
page 52.)

- 1444X THE LOGIC OF THE
CURRICULUM

(See full course description,
Department of History and
Philosophy of Education, page 104.)

- 1450X PHILOSOPHY OF SCIENCE AND
SCIENCE EDUCATION

(See full course description,
Department of History and
Philosophy of Education, page 104.)

- 1451X PHILOSOPHICAL THEORIES OF
METHODOLOGY AND EDUCATION
IN HISTORY AND THE SOCIAL
SCIENCES

(See full course description,
Department of History and
Philosophy of Education, page 104.)

- 3451X PHILOSOPHICAL INQUIRY INTO
METHODOLOGICAL PROBLEMS
ARISING IN HISTORY AND SOCIAL
SCIENCE EDUCATION

(See full course description,
Department of History and
Philosophy of Education, page 105.)

- 1515X COMPUTERS IN THE
CURRICULUM

(See full course description,
Department of Computer
Applications, page 59.)

- 1659X EVALUATION OF CURRENT
ISSUES IN ONTARIO EDUCATION

(See full course description,
Department of Measurement and
Evaluation, page 111.)

Educational Administration



Department of Educational Administration

T. BARR GREENFIELD, *Ph.D. (Alberta)*
*Associate Professor and Chairman of
the Department*

JOHN H. M. ANDREWS, *Ph.D. (Chicago)*
Professor and Assistant Director, OISE

ALAN F. BROWN, *Ph.D. (Alberta)*
*Professor and Academic Services
Officer, OISE*

BRUCE H. BUCHANAN, *M.D., D.Psych.*
(Toronto)
Assistant Professor

PETER J. CISTONE, *Ph.D.*
(Pennsylvania State)
Assistant Professor

JOHN C. CROFT, *D.Ed.*
(Pennsylvania State)
Associate Professor

GEORGE E. FLOWER, *Ed.D. (Harvard)*,
F.C.C.T.
*Professor and Coordinator of
Graduate Studies, OISE*

EDWARD S. HICKCOX, *Ed.D. (Cornell)*
Associate Professor

JOHN H. HOUSE, *Ph.D. (Alberta)*
Associate Professor

LAURENCE IANNACONE, *Ed.D. (Columbia)*
Professor

STEPHEN B. LAWTON, *M.A.*
(University of California, Berkeley)
Lecturer

MALCOLM A. LEVIN, *Ed.D. (Harvard)*
*Assistant Professor, cross-appointed
to Curriculum*

DONALD M. LEVINE, *M.A. (Oxford)*
Lecturer

DONALD F. MUSELLA, *Ph.D.*
(State University of New York, Albany)
Associate Professor

E. BROCK RIDEOUT, *M.Ed. (Toronto)*
Professor

MELVYN P. ROBBINS, *Ph.D. (Chicago)*
Associate Professor

DORIS W. RYAN, *Ph.D. (Chicago)*
Assistant Professor

J. GLENN SCOTT, *Ed.D. (Toronto)*
*Associate Professor, cross-appointed
from the Office of the Coordinator of
Graduate Studies*

ALPHONSE D. SELINGER, *D.Ed. (Oregon)*
Assistant Professor

ROGER I. SIMON, *Ph.D. (Yale)*
Assistant Professor

DAVID K. WILES, *Ed.D.*
(University of Florida)
Assistant Professor

THOMAS R. WILLIAMS, *Ph.D.*
(University of Michigan, Ann Arbor)
Assistant Professor

ASSOCIATED INSTRUCTOR:

DONALD M. GRAHAM, *B.A. (Toronto)*
*Project Director in Educational
Administration, former Director
of Education, Forest Hill Village
School Board*

PROGRAMS OF SPECIALIZATION

The purpose of these graduate programs is to prepare persons for careers in research, development,

teaching, and administration. While the M.Ed. program contains the essentials of advanced study in administration, including research, it does not lead directly to doctoral level study.

All degree programs are conceived of as training programs in administration, in that students must confront the reality of administrative behavior and deal with it conceptually and practically. For example, case studies, field studies, vicarious and simulated materials are extensively used to provide data for experience and analysis.

Since resources for offering quality programs of instruction are limited, the Department of Educational Administration may not be able to accept all applicants who meet the minimum standards of the School of Graduate Studies. In admitting students to the graduate program, the most highly qualified applicants will be selected to fill the available places.

Full-time study is a requirement of all degree programs, with the exception of the M.Ed. program which may be undertaken on a part-time basis. Candidates seeking the M.Ed. degree are encouraged to undertake full-time study. In making admission decisions, the department will give priority to students selecting resident study.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

1. DEPARTMENTAL REQUIREMENTS

- Evidence of promising performance in previous academic study
- Teacher education and experience

- A promising score on the Miller Analogies Test
- Letters of recommendation from an educational administrator for whom the applicant works, and from another professional colleague

2. PROGRAM OF STUDY (*full-time students*)

The program consists of eight half-courses as follows:

- 1010X Research Seminar in Educational Administration
 - 1011X Theories in Administration
 - 1012X Clinical Analysis of the Administrative Process
 - 1013X Supervisory Relationships
- Four elective half-courses.

Elective half-courses are to be chosen with the individual's background and special interests in mind, and should be related either to the process of administration or to the purposes and programs of educational institutions. With the approval of the faculty advisor, the student may choose electives from among the other master's level courses offered by the Department of Educational Administration. Courses offered in other areas within the Institute or within the University may also be selected.

3. PROGRAM OF STUDY (*part-time students*)

Part-time students may begin study only in a Summer Session.

The sequence of courses in the part-time M.Ed. program is to be as follows:

- 1010X and 1011X First Summer Session

Thereafter, students should attempt to sequence courses as follows:

1013X Supervisory Relationships

1012X Clinical Analysis of the
Administrative Process

Four elective half-courses.

Elective half-courses in the part-time program are to be chosen on the same basis as indicated in 2. Elective half-courses should be indicated at the time of application. The department will ordinarily offer a number of its elective half-courses in the after-hours program. In some sessions, 1012X or 1013X may also be available after hours.

MASTER OF ARTS WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

1. DEPARTMENTAL REQUIREMENTS

- Evidence of promising performance in previous academic study
- A promising score on the Miller Analogies Test
- Two letters of recommendation as required for students applying for Student Financial Awards

2. PROGRAM OF STUDY

In addition to a master's thesis, the program consists of:

- 1010X Research Seminar in
Educational Administration
- 1011X Theories in Administration
- 1013X Supervisory Relationships
- 1666X Elements of Statistics *or*
another approved course in
statistics or quantitative
analysis

Two elective half-courses, which should be related to the master's thesis

or to the intended area of specialization to be pursued at the doctoral level.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

1. DEPARTMENTAL REQUIREMENTS

- Evidence of promising performance in previous academic study
- Promising scores on the Miller Analogies Test and the Aptitude Test of the Graduate Record Examinations
- Two letters of recommendation as required for students applying for Student Financial Awards

2. PROGRAM OF STUDY

(a) A major in Educational
Administration:

3011X Organization Theory in
Education

Three elective half-courses to be
chosen from the following:

3012X The Social Context of
Educational Institutions

3013X Dynamics of Organizational
Behavior

3015X Developmental Projects
Seminar

3017X Economic Problems in
Educational Administration

3018X The Politics of Education

3019X Emerging Problems in
Educational Administration

3052X Individual Reading and
Research in Educational
Administration: Doctoral
Level

Other courses in Educational Adminis-
tration or other approved areas.

- (b) A first minor in Research Methods:

3010X Advanced Research Seminar in Educational Administration
 3666X Intermediate Statistics and Research Design or 1960X, Sociological Research Methods in Education, or an approved alternate course in statistics

- (c) A second minor consisting of a full course in some other department of the School of Graduate Studies, selected in relation to the student's specialized interest.

COURSES

A course is identified with this department when the first two digits in the course number are 10 or 30.

1010X RESEARCH SEMINAR IN EDUCATIONAL ADMINISTRATION

A seminar examining problems, techniques, and strategies for research and development in educational administration. This seminar prepares the student for the evaluation, interpretation, and conduct of research and development in educational administration.

S. B. Lawton, Summer Session and Regular Session

1011X THEORIES IN ADMINISTRATION

The organizational and institutional setting of administration. The development of administrative thought is studied from the classical positions and the behavioral sciences approach. Major emphasis is placed upon modern organization theory, including such

concepts as system, formal and informal organization, bureaucratic structure, power, communication, and social control.

E. S. Hickcox, G. E. Flower, and D. K. Wiles, Summer Session and Regular Session

1012X CLINICAL ANALYSIS OF THE ADMINISTRATIVE PROCESS

A clinical analysis of problems in the administration of educational organizations. The implications for action, from research and theory relating to administrative behavior, are examined. Case studies, simulation materials, and field experiences are used as bases for the analysis and development of action proposals dealing with administrative problems.

D. F. Musella, E. S. Hickcox and staff, Regular Session

1013X SUPERVISORY RELATIONSHIPS

Current behavioral theory and research with application to problems of staffing, supervision, and in-service education. Included are such topics as leadership, morale, organizational climate, planned change, group decision-making, and the selection and evaluation of personnel.

J. C. Croft, T. B. Greenfield, and staff, Regular Session

1016X PROGRAM ORGANIZATION

The development and implementation of educational programs. This course deals with the setting of educational goals, the process of instruction and its implications for organization, new designs for instruction and school

organization, resource utilization, change, technology, and program evaluation.

M. A. Levin and D. F. Musella,
Regular Session

1017X EDUCATIONAL FINANCE

Public education as an economic institution. The sources and methods of distribution of public school revenue at the various levels of government. Provincial and state school grant systems and the rationale behind them. Principles and practices in school budgeting and salary scheduling.

E. B. Rideout, Regular Session

1018X THE POLITICAL ORGANIZATION OF EDUCATION

Public education as a function of the political process. Basic concepts such as power, influence, and public opinion applied to educational systems. Topics of study include the political nature of school boards and districts; the role of the school in political socialization; the decision-making process at the local, provincial, and federal levels, with reference to the political control of education.

L. Iannaccone, A. D. Selinger, and T. R. Williams, Regular Session

1022X THE SOCIAL CONTEXT OF ADMINISTRATION

The school administrator in relation to his public, with special reference to varying expectations for the principal's role. Links between the educational institution and other institutions in society. Extensive consideration will be

given to the sociology of the teaching career and its implications for administrative practice.

D. W. Ryan and A. D. Selinger,
Regular Session

1023X INTERPERSONAL RELATIONS IN SCHOOL SYSTEMS

The dynamics of behavior in organizations are considered in relation to problems of supervising personnel. Topics include morale, motivation, perception, leadership, productivity, and change. Research bearing on these and other related topics will be examined with a view to developing implications for practice. The course will involve laboratory periods in addition to regular lecture sessions.

R. I. Simon, Regular Session

1024X CLINIC IN ADMINISTRATIVE RELATIONSHIPS

The development of administrative competency in interpersonal and group relations through the laboratory method, vicarious and simulated experiences, and clinical procedures. Enrollment is limited to ten students.

J. C. Croft, Regular Session

1027X THE ECONOMIC CONTEXT OF EDUCATIONAL ADMINISTRATION

Schools are examined as productive and competitive organizations in society. Topics include the measurement of educational output, budgeting, cost-quality analysis, and questions of size and efficiency in the educational enterprise.

D. M. Levine, Regular Session

1028X NON-GOVERNMENTAL
CONTROLS OF EDUCATION

An examination of certain movements seeking a share in the control of policy formulation in education. Teachers' organizations, parents' groups, and non-publicly supported schools will be analyzed in their relations with various governmental agencies.

Staff, Regular Session

1029X SPECIAL APPLICATIONS OF THE
ADMINISTRATIVE PROCESS

The unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff, and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, and computer-assisted administration.

J. H. House, Regular Session

1052X INDIVIDUAL READING AND
RESEARCH IN EDUCATIONAL
ADMINISTRATION: MASTER'S
LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3010X ADVANCED RESEARCH SEMINAR
IN EDUCATIONAL
ADMINISTRATION

Methodology and design in administrative research. Problems in the creation and measurement of organizational concepts and variables. Research design for organizational analysis. A critical examination of relevant research, including that proposed by this department and its students, forms a major part of this seminar.

R. I. Simon and J. H. M. Andrews,
Regular Session

3011X ORGANIZATION THEORY IN
EDUCATION

An advanced seminar dealing with the study of human behavior in complex organizations. Organization theory and research provide bases for analyzing administrative problems in education. This seminar draws extensively upon materials from the social sciences, with particular emphasis on the implications for educational administration.

L. Iannaccone, Regular Session

3012X THE SOCIAL CONTEXT OF
EDUCATIONAL INSTITUTIONS

Relevant concepts of sociology applied to the context of educational systems. Behavioral, ecological, and cultural perspectives as frameworks of analysis. Topics include social stratification, mobility, social selection processes, conflict theory, and the sociology of the teaching career.

M. P. Robbins, Regular Session

3013X DYNAMICS OF ORGANIZATIONAL BEHAVIOR

A seminar in adult human behavior as it is manifest in organizations. Included are such topics as theories of interpersonal relations in organization; research in perception and organizational dynamics; influence, control, leadership; studies of clinical and developmental models to effect change; evidence of reactions to organizational stimuli; considerations of the professional individual in complex organizations; conditions unique to education. Enrollment is limited to ten students.

A. F. Brown, Regular Session

3015X DEVELOPMENTAL PROJECTS SEMINAR

A seminar concerned with developmental projects growing out of departmental and student research. Relevant theory and research from various fields will be used to design possible solutions to practical administrative problems.

Staff, Regular Session

3017X ECONOMIC PROBLEMS IN EDUCATIONAL ADMINISTRATION

Intensive study of problems of concern to doctoral students whose research is in this area. Problems of productivity in education, input-output relations, theories of grants-in-aid, cost-quality relations, taxation for education, the budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal-provincial-local sharing of

education costs, financing of long-term developments in education.

Staff, Regular Session

3018X THE POLITICS OF EDUCATION

An advanced, research-oriented seminar on the politics of education at the local, provincial, and federal levels. Areas of study will include those introduced in 1018X, but will be treated in greater depth. Specific topics will reflect the interests and needs of individual participants.

T. R. Williams, Regular Session

3019X EMERGING PROBLEMS IN EDUCATIONAL ADMINISTRATION

A seminar in new and emerging problems confronting administrators in various educational institutions. Examination of research relevant to the administrative process and current problems. Depending upon resources of staff and needs of students, emerging administrative problems in any one of, or combination of, the following will be examined: colleges and institutions of higher education, culturally or economically disadvantaged areas, the large urban complex, programs of special education, and computer systems in administration.

J. H. House and *D. M. Levine*, Regular Session

3052X INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL ADMINISTRATION: DOCTORAL LEVEL

Description as for 1052X, but at the doctoral level.

84 DEPARTMENT OF EDUCATIONAL ADMINISTRATION

The following course might also be of interest to students in Educational Administration:

1525X THE COMPUTER IN
EDUCATIONAL ADMINISTRATION
(See full course description,
Department of Computer
Applications, page 59.)

Educational Planning



Department of Educational Planning

JOHN W. HOLLAND, *Ph.D. (Syracuse)*
Associate Professor and Chairman of
the Department

WILLIAM E. ALEXANDER, *Ph.D. (Syracuse)*
Assistant Professor

JOSEPH P. FARRELL, *Ph.D. (Syracuse)*
Assistant Professor (on leave of
absence until June 30, 1971)

MADAN L. HANDA, *Ph.D.*
(London School of Economics)
Associate Professor, cross-appointed
to the Department of Political
Economy, University of Toronto

WILLIAM G. HARMAN, *M.Sc. (Waterloo)*
Sessional Lecturer (until May 31, 1971)

EDWARD H. HUMPHREYS, *Ed.D. (Toronto)*
Assistant Professor

BETTY B. MACLEOD, *Ph.D. (Duke)*
Associate Professor

SUSAN PADRO, *M.S. (Florida State)*
Lecturer

MICHAEL L. SKOLNIK, *B.Phil. (Oxford)*
Lecturer

GEORGE S. TRACZ, *Ph.D. (Toronto)*
Associate Professor

CICELY WATSON, *Ph.D. (Harvard)*
Professor

DAVID N. WILSON, *Ph.D. (Syracuse)*
Assistant Professor

ASSOCIATED INSTRUCTORS:

SAEED QUAZI, *Dip.T.&R.P. (Toronto)*
Project Director in Educational
Planning

F. GERALD RIDGE, *Ph.D. (McGill)*
Director of Research and Planning,
Metropolitan Toronto School Board

PROGRAMS OF SPECIALIZATION

There are three programs of specialization in the field of planning: M.Ed., M.A., and Ph.D.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PLANNING

This program is intended primarily for micro-planners who may be employed within an educational system at the institutional level, the board level, or the area superintendency level. It has been designed with special reference to the needs of Ontario, but applications from students from other Canadian provinces and other countries will be considered. Preference will be given to students whose prior study is particularly useful for planning (e.g., town planning, engineering, geography, economics, demography, statistics, mathematics, sociology), or those whose positions involve certain planning responsibilities. Students are required to take course 1666X, Elements of Statistics, or its equivalent. Certain other make-up courses may also be required, depending on the background of the applicant.

The program, which may be taken part-time, consists of eight half-courses, ordinarily as follows:

1700X Theories of Micro-Educational Planning

- 1701 School Systems: Planning Practicum
- 1703X Educational Planning: Economics of Human Resources
- 1704X Quantitative Methodologies of Educational Planning
- 1705X Population Studies
- Plus two optional half-courses in Educational Planning, or in any other OISE department.

MASTER OF ARTS WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The program leading to this degree may have either a micro- or a macro-planning orientation; a choice of emphasis is permitted, according to the student's major area of planning interest and his possible future employment.

This is primarily a research degree, intended as a base for work at the doctoral level. As there is no undergraduate program in Educational Planning, additional courses may be necessary, beyond the normal M.A. requirements, depending on the student's background.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The program leading to the Ph.D. degree will involve the study of several subjects relevant to planning, including demography, economics, micro-planning, sociology, and systems analysis, with specialization in at least

one such subject. The normal requirement for admission to the Ph.D. program is an acceptable M.A. degree in Educational Planning, or in a related field of specialization. In the latter case, additional course work is normally required.

In addition to the major thesis and other requirements on pages 23 to 25, work for this degree includes:

- (a) A major in Educational Planning, consisting of four appropriate half-courses.
- (b) A first minor in the student's field of specialization, usually taken as a graduate course, or two half-courses, in the corresponding department of the University of Toronto.
- (c) A second minor in Educational Theory, consisting of a graduate course, or two half-courses, taken in another department of the Institute. In some cases, a second minor in a department of the University of Toronto may be allowed.
- (d) A comprehensive examination deemed appropriate to the particular student's preparation. This examination will probably be offered each spring and fall. Students will ordinarily write it approximately at the time that they complete their course requirements.

There is, however, no set of courses that can be said to constitute the course requirements for all Ph.D. students. The Department of Educational Planning may require a student to take any course or courses deemed appropriate.

COURSES

A course is identified with this department when the first two digits in the course number are 17 or 37. Not all courses will be offered in any one session. In some cases, scheduled courses may be canceled when enrollment is unexpectedly low.

1700X THEORIES OF MICRO- EDUCATIONAL PLANNING

A study of concepts of town planning, regional planning, and land use as applied to school planning; concepts of economic and social planning as applied to educational service, together with the range of work of planning offices; the relation of planning to administration, of planning decisions and political decisions, and of planning and educational research.

F. G. Ridge, Summer Session and Regular Session

1701 SCHOOL SYSTEMS: PLANNING PRACTICUM

Description as for 1700X.

C. Watson and *S. Quazi*, Summer Session only

1702X UNIVERSITY AND POSTSECONDARY SYSTEMS: PLANNING PRACTICUM

Description as for 1700X.

C. Watson and *S. Quazi*
(Not offered in 1971-72)

1703X EDUCATIONAL PLANNING: ECONOMICS OF HUMAN RESOURCES

An analysis of the contribution of investment in human capital to

economic growth, with special reference to problems of manpower and educational planning.

M. L. Handa, Summer Session and Regular Session

1704X QUANTITATIVE METHODOLOGIES OF EDUCATIONAL PLANNING

The intensive study of a selection of techniques drawn from the mathematical and statistical sciences in order to assist the educational planner in developing a quantitative approach to planning problems, in evaluating contributions to the educational planning literature, and in bridging the communications gap between educational decision-makers and mathematically trained researchers.

Prerequisite: Permission of the instructor.

S. Padro, Summer Session and Regular Session

1705X POPULATION STUDIES

An introductory course dealing with the problems, techniques, and methodology of demography. Topics include population measurement and prediction; mortality, morbidity, and expectation of life; measurement of fertility and its differentials; estimation of internal migration, and consideration of patterns of urbanization and location; determinants and consequences of international migration; the relation of population to resources; population policies; the composition of population; the relation of demographic factors to education.

B. B. Macleod, Summer Session and Regular Session

1706X THE BUDGETARY PROCESS IN
EDUCATIONAL PLANNING

This course will concentrate on the links between planning and resource allocation in public education. Recent developments and new concepts in budgeting will be examined, with emphasis on their applicability to planning for expenditures on human resources in general, and on education in particular.

J. W. Holland, Summer Session and Regular Session

1707X EDUCATIONAL SYSTEMS
MODELS

The main emphasis will be on the class of macro-models known as flow models, which will be studied intensively with respect to basic concepts, mathematical formulation, empirical estimation, and computational form. A model structure that uses Ontario data will be used by the students for the construction of example simulations. Other systems models used in educational planning, such as resource allocation models and institutional models, will also be discussed.

Prerequisites: Mathematical prerequisites are considered minimal, but should be discussed with the instructor. Students who do not know FORTRAN will be expected to study it concurrently.

Staff, Summer Session and Regular Session

1708X EDUCATIONAL PLANNING FOR
SOCIAL DEVELOPMENT

This course focuses upon linkages between education and the social

development of nations. Conceptions of social development will be examined and approaches to the measurement of dimensions of development relevant to these concepts will be evaluated. Evidence concerning the linkages between education and social development will be considered with a view to codification for the purpose of developing propositions useful to theory building.

J. P. Farrell, Summer Session and Regular Session

1709X THE EDUCATIONAL PLANNING
PROCESS IN DEVELOPING
NATIONS

This course will emphasize the pragmatic approach to educational planning in developing nations, in which the data customarily used may be incomplete or unavailable. The scope and range of the general planning process, and the process of educational planning, will be examined in the light of deficiencies in data and constraints of manpower, capital, and policy. The methodology for the conduct of planning in the more developed nations will be discussed in terms of its applicability to problems encountered in the less developed nations.

D. N. Wilson, Summer Session and Regular Session

1710X SEMINAR: CONTROVERSIAL
EDUCATIONAL ISSUES FOR
PLANNERS

An examination of divergent views on theoretical and practical issues and problems in education, which are

relevant for educational planners, particularly those at the local level. Some issues to be examined: reorganization of the school year, community use of school facilities, individualized instruction, equality of educational opportunity, use of paraprofessionals in elementary and secondary schools, community involvement in the setting of school goals and programs, integration of exceptional children, and introduction of controversial programs such as French instruction.

E. H. Humphreys, Summer Session and Regular Session

**1712X MANPOWER PLANNING AND
MANPOWER UTILIZATION**

An analysis of the theoretical foundations and empirical methodology of manpower planning. Topics include the concept of an occupation, the relation between the level and structure of output and occupational distribution, alternative methods of forecasting skilled manpower needs, skill substitutability, the effect of technological change upon the demand for and utilization of skills, the flexibility of the educational system, and the exchangeability of different types of education and training.

M. L. Skolnik, Regular Session

**1714X THEORY AND PRINCIPLES OF
PLANNING APPLIED TO
EDUCATION**

This course will cover the history and philosophy of economic planning; a comparative view of the existing planning trends in different countries; the formal techniques of economic

planning, and their applications to education at different levels of decision-making. Educational planning problems and processes in a particular country will be reviewed.

M. L. Handa, Regular Session

**1752X INDIVIDUAL READING AND
RESEARCH IN EDUCATIONAL
PLANNING: MASTER'S LEVEL**

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

**3703X WORKSHOP: TOPICS IN
ECONOMICS OF HUMAN
RESOURCES**

This seminar is intended primarily for students in the second year of their program. Probable topics for student projects include macro-models of education, the production function, technological change, and manpower forecasting techniques.

Prerequisite: 1703X, or equivalent.

M. L. Handa and *M. L. Skolnik*,
Regular Session

**3704X SEMINAR: MATHEMATICAL
MODELS IN EDUCATIONAL
PLANNING
(cross-listed with Higher
Education)**

The purpose of this course is to examine and evaluate applications of systems analysis, operational research, and related techniques to practical educational planning. Recent developments in comprehensive quantitative

approaches to global educational planning problems will be examined, and their potential for improving the reliability of forecasts, and of the information base for planning, will be evaluated. Content of the course will be highly mathematical and advanced students will be encouraged to exploit course topics in thesis research.

Prerequisite: 1704X, or equivalent.

G. S. Tracz, Regular Session

3705X SEMINAR: ANALYSIS OF FERTILITY

This seminar will consider problems and methodology relevant to the study of fertility. Topics may include: trends and history for the West and for Canada; correlates of fertility and the demographic transition; cohort analysis; economic, social, ecological, cultural, legal, and biological variables affecting fertility; marriage and marriage patterns; fertility control; family size and planning studies; and fertility models.

Prerequisite: 1705X, or equivalent.

B. B. Macleod, Regular Session

3706X SEMINAR: ANALYSIS OF MIGRATION

This seminar will consider problems and methodology relevant to the study of migration. Topics may include: theory or laws of migration; problems of migration statistics; the economic effects of migration; socioeconomic and demographic differentials; migration in relation to urbanization and the pattern of industrial location; social and demographic consequences of mobility; planned migration; and

internal migration in various developed and developing countries.

Prerequisite: 1705X, or equivalent.

Staff, Regular Session

3707X SEMINAR: OPERATIONS RESEARCH FOR EDUCATIONAL SYSTEMS

Topics will include: an introduction to stochastic processes, Markov processes, and elementary queuing theory; optimization subject to constraints by mathematical programming methods, with applications in educational systems; an introduction to the theory of games and statistical decisions, simulation and scheduling techniques.

Prerequisite: 1704X, or equivalent.

Mathematics prerequisites to be discussed with the instructor.

Staff, Regular Session

3708X SEMINAR: CONTROVERSIAL EDUCATIONAL ISSUES IN DEVELOPMENT PLANNING

An examination of divergent views on theoretical and practical issues and problems of educational planning in developing nations. Some of the issues examined: rate of extension of primary education; technical versus general education; adaptation of education to the local social and cultural setting; the role of international aid agencies in local planning; and domestic versus foreign provision of postprimary education.

J. P. Farrell, M. L. Skolnik, and D. N. Wilson, Regular Session

3710X SEMINAR: EDUCATIONAL
PLANNING FOR SOCIAL AND
ECONOMIC STRUCTURAL
CHANGE

This course will deal with educational processes as determinants of social and economic structural change.

Policies, methods, and techniques of educational planning will be reviewed in the context of their contributions to the control of conflict in organizations and the resolution of competitions for a society's resources.

J. W. Holland and W. E. Alexander,
Regular Session

N3713X SEMINAR IN EDUCATIONAL
PLANNING

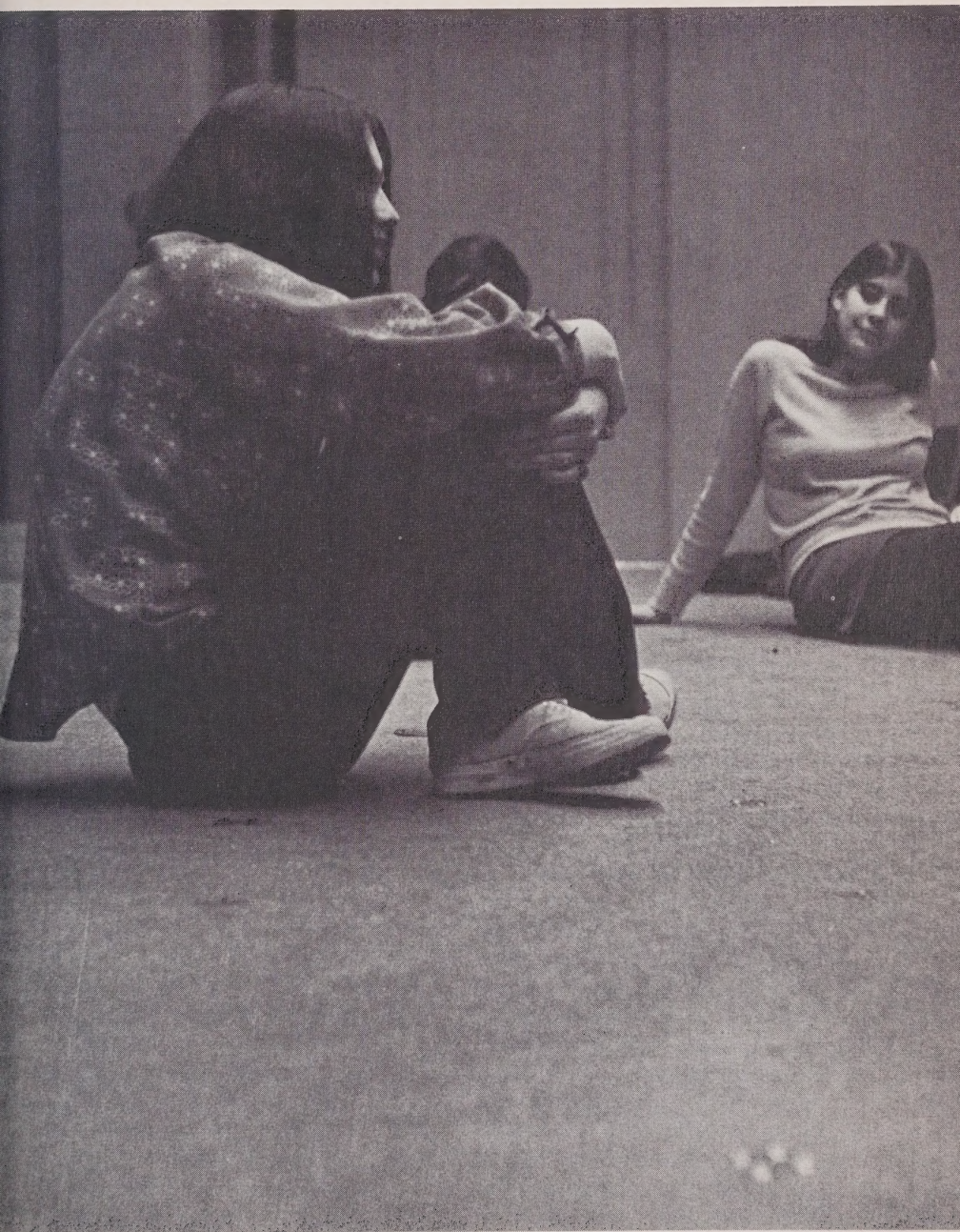
A non-credit seminar that all planning students are required to attend. Several prominent speakers are invited during the regular session and a broad range of topics of interest to educational planners is covered. The main emphasis is on the reporting of ongoing planning research and development work.

D. N. Wilson, Regular Session

3752X SEMINAR: INDIVIDUAL READING
AND RESEARCH IN EDUCATIONAL
PLANNING: DOCTORAL LEVEL

Description as for 1752X, but at the doctoral level.

History and Philosophy of Education



Department of History and Philosophy of Education

CLIVE M. BECK, *Ph.D. (New England)*
*Associate Professor and Chairman of
the Department*

WILLARD BREHAUT, *Ed.D. (Toronto)*
Professor

GERALD L. CAPLAN, *Ph.D. (London)*
Assistant Professor

BRIAN S. CRITTENDEN, *Ph.D. (Illinois)*
Associate Professor

JOHN A. EISENBERG, *A.M. (Pennsylvania)*
Lecturer

JAMES S. HOCKLEY, *M.A. (Oregon)*
Lecturer

MICHAEL B. KATZ, *Ed.D. (Harvard)*
Associate Professor

DOUGLAS MYERS, *Ph.D. (Edinburgh)*
Assistant Professor

E. CHRISTOPHER OLSEN, *Ph.D. (London)*
Assistant Professor

ALBRECHT WELLMER, *Ph.D. (Frankfurt)*
Associate Professor

TREVOR J. WIGNEY, *Ed.M. (Harvard)*
Lecturer

Candidates normally specialize in either History of Education or Philosophy of Education. In what follows, the rubric "History/Philosophy of Education" should be read as "History of Education" or "Philosophy of Education," depending on the candidate's field of interest.

Faculty advisors are normally assigned to new students according to apparent areas of special interest within History/Philosophy of Education. Applicants are requested to indicate their special interests as early as possible. It is departmental policy that a student is free to make his own choice of advisor after an initial period of orientation.

Applicants with suitable academic qualifications may be admitted to an M.A. or Ph.D. program without having had professional training for teaching, or professional experience. Such experience may, however, be considered important for appropriate occupational placement after graduation.

Candidates who have no teaching or other professional experience in education will normally be required to gain some knowledge of the nature and problems of contemporary schools. The specific requirements may be worked out individually for each student, with his advisor, although the extracurricular and development activities of the Institute and this

PROGRAMS OF SPECIALIZATION

This department offers the following programs:

M.Ed. in History of Education
M.Ed. in Philosophy of Education
M.A. in History of Education
M.A. in Philosophy of Education
Ph.D. in History of Education
Ph.D. in Philosophy of Education

department will provide the main avenues for meeting these requirements.

Under present School of Graduate Studies regulations, a student with an M.A. in History or Philosophy, but with no graduate study in education, must complete some courses in education before entering the second year of a three-year Ph.D. program. Sometimes standard history and philosophy courses may be counted as education courses for this purpose (e.g., Early Greek Thought, Theory of Knowledge). However, without these, the necessary courses must be completed in some graduate department of education, at OISE or elsewhere. In addition, if the M.A. did not include a thesis, the candidate must complete a Qualifying Research Paper as a prerequisite to admission.

MASTER OF EDUCATION WITH SPECIALIZATION IN HISTORY/ PHILOSOPHY OF EDUCATION

The normal M.Ed. program consists of eight half-courses, *four* of which must be in History/Philosophy of Education.

It is possible for students to take an M.Ed. with concentration in History and Philosophy of Education, under the title of Master of Education for Special Purposes.

M.Ed. students with special interests may find a number of closely related courses within this and other OISE departments, for example, in one of these: science education, moral education, educational policy studies, social studies education. This department allows considerable flexibility in

the arrangement of courses of study, in cooperation with other departments, to meet the special interests of individual students.

MASTER OF ARTS WITH SPECIALIZATION IN HISTORY/ PHILOSOPHY OF EDUCATION

Candidates will be admitted to a one-year course for this degree, provided History/Philosophy has been a major subject in their bachelor's degree. The four-year B.A. History/Philosophy courses offered by the University of Toronto will be taken as the standard for assessment of the extent and level of work done in History/Philosophy by graduates from other universities. In certain cases, some additional course work or reading in History/Philosophy may be required.

Students with special interests or exceptionally strong backgrounds in History/Philosophy may be allowed to substitute relevant courses in other parts of the Institute or in other departments of the School of Graduate Studies for some of the required courses in the graduate Department of History/Philosophy.

Candidates who are accepted for this degree but do not have an adequate background in History/Philosophy will be required to undertake preliminary study in History/Philosophy.

One-Year Program Leading to the M.A.

(a) Three half-courses in History/Philosophy of Education.

(b) Two half-courses, or the equivalent, in the Department of History/Philosophy of the School of Graduate Studies.

(c) One elective half-course that may be taken in another department of the Institute.

(d) A thesis. (Ordinarily the amount of work involved in the thesis is approximately the equivalent of two half-courses.)

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HISTORY/ PHILOSOPHY OF EDUCATION

*Years 2 and 3 of the Ph.D. Program
(counting the one-year program for
the M.A. as Year 1)*

The normal requirements for this program are as follows:

(a) Two half-courses, or the equivalent, in History/Philosophy of Education.

(b) Two half-courses, or the equivalent, in the Department of History/Philosophy of the School of Graduate Studies.

(c) If in History of Education: two elective half-courses. If in Philosophy of Education: 3454X and one elective half-course.

(d) Thesis.

Note: Normally, the required six half-courses will be completed in Year 2.

As eight half-courses are required for the Ph.D. and only two may be transferred from Year 1, students should make sure that the courses selected in Year 2 provide them with the necessary major and minor subjects.

It often happens that students require more than these two residence years to produce an acceptable thesis. In fact, History of Education students normally take three full years beyond the M.A. level. After the required resident years, it is possible to complete the thesis on a part-time basis, subject to the time limit. See page 25, section (g).

COURSES IN HISTORY/ PHILOSOPHY OF EDUCATION

Courses in the Department of History and Philosophy of Education are identified by the first two digits, 14 or 34, of the course number. It should be noted that *in this department the initial digit (1 or 3) does not necessarily indicate course level*. Most courses can be taken at either the master's or the doctoral level.

Courses in this department are normally open to M.Ed., M.A., and Ph.D. students in other departments as well, except where indicated prerequisites or excessive enrollments would preclude this.

HISTORY OF EDUCATION

1401X HISTORY OF EDUCATION TO 1750

Studies of major problems in the history of education before the Enlightenment. Attention is given to questions of current interest that are dealt with in recent scholarship: cultural assimilation, social structure and education, humanism and

scholasticism, visualist pedagogies, literacy rates, politics of education.

J. S. Hockley, Regular Session
(after hours)

1402X HISTORY OF MODERN
EUROPEAN EDUCATION

Studies in the history of European education since the Enlightenment. Problems of special interest to Canadians are considered in their European context: treatment of ethnic and cultural minorities, methods for molding national unity, democratization of schools, popular culture, European progressive education, youth and student movements. An attempt is made to shape individual study programs for each student. (See also 3402X.)

J. S. Hockley, Regular Session
(after hours)

1403X HISTORY OF EDUCATION IN
CANADA

Survey of the history of education in Canada, with particular reference to the following: organization of education in Canada, history of education in each of the provinces, the role of the federal government in education, church and state in Canadian educational history, education of minority groups, changing educational theory and practice, Canadian education and its critics – past and present. (See also 3403X.)

W. Brehaut, Regular Session
(after hours)

1407X HISTORY OF MODERN BRITISH
EDUCATION

This course is concerned primarily with the political, social, and educational

implications of the national (state) educational controversies that marked the nineteenth-century period in Britain, and the adjustments, revisions, and reforms that followed in the twentieth.

D. Myers, Regular Session (after hours)

1409X EDUCATION, RADICAL CULTURE,
AND SELF-HELP: THE
HISTORICAL SETTING OF
ADULT EDUCATION
(cross-listed with the Department of Adult Education)

A history of adult education movements, with particular reference to Great Britain, the United States, and Canada. This course examines various antithetical factors in the history of adult education: communal experiments and individualistic self-help; working-class cultural and social aspirations and the paternalism of middle-class philanthropy; movements and organizations; radical liberal adaptation and utopian abstractionism; independent movements and government sponsorship; political involvement and quietism; utility and classicism; nativism and adaptation of transmitted cultural values.

T. J. Wigney, Regular Session

1410X THE UNIVERSITY IN AMERICAN
SOCIETY: THE COLONIAL PERIOD
TO THE PRESENT
(also listed as History 1021X,
*School of Graduate Studies
Calendar*, University of
Toronto. Cross-listed with
Higher Education.)

A survey of the relation between social development and higher learning in the

United States. Topics for discussion include the Americanization of the idea of the university; the impact of evangelical religion on higher education; nationalism and educational thought; the role of the nineteenth-century college in American culture; the origins of the modern university; progressivism and the purpose of higher education; development of the multiversity; student protest and the restructuring of the university; and the idea of the critical university.

M. B. Katz, alternate years (not offered in 1971-72)

- 1411X EDUCATION AND SOCIAL CHANGE: THE AMERICAN EXPERIENCE
(also listed as History 1020X,
School of Graduate Studies Calendar, University of
Toronto)

This course examines the relation between social change and educational development in American history. It emphasizes urban problems, particularly the educational implications of social stratification and the development of bureaucracy, and studies movements of urban educational reform at different points in time.

M. B. Katz, Regular Session
(1971-72 and alternate years)

- 1412X EDUCATIONAL CONTROVERSY AND URBAN SOCIETY IN AMERICA

An examination of the development and contemporary state of selected controversies in American education. Major topics for discussion include race and education, the decentralization

movement, and alternatives to public education.

M. B. Katz, Summer Session

- 1417X POLITICS IN THE HISTORY OF CANADIAN EDUCATION

Analysis of specific cases in the history of Canadian education in which political considerations have played a crucial role in educational policy decisions.

D. Myers, Regular Session (after hours)

- 1419X RESEARCH SEMINAR IN THE HISTORY OF EDUCATION

Discussion of issues in historiography and consideration of various research projects being conducted in this department.

Staff, Regular Session

- 1452X INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

- 1464X POLITICS AND EDUCATION IN UNDERDEVELOPING COUNTRIES: A SYSTEMS ANALYSIS

A seminar course offering a comparative analysis of the role of education as an agent of social change in the "Third World." Theoretical approaches to the process of development and modernization will be examined, as well as the nature of the relations

between rich and poor nations. Cases from Africa, Asia, Latin America, and the Caribbean will all be considered, although attention to particular areas will be determined in accordance with the interests of the students.

G. L. Caplan, Regular Session
(after hours)

1466X PROBLEMS OF EDUCATION IN
SELECTED UNDERDEVELOPED
COUNTRIES

A reading course for students with some background in "Third World" studies who wish to pursue areas of special interest more intensely. Attention may focus on a particular problem or a particular geographical area.

G. L. Caplan, Regular Session

3402X PROBLEMS IN THE HISTORY OF
MODERN EUROPEAN EDUCATION

This is a continuation of 1402X. Students wanting only a half-course in modern European education should register for 1402X; those wanting the equivalent of a full course should register for 1402X and 3402X. Representative topics to be considered: education and Enlightenment philosophy; education and revolutions; development of national school systems; ideologies and the politics of education; schools between church and state; the "new school"; critiques and defenses of the schools in liberal states; fascist and national socialist education; and international cooperation in education.

J. S. Hockley, Regular Session
(after hours)

3403X SELECTED TOPICS IN THE
HISTORY OF EDUCATION IN
CANADA

This is a continuation of 1403X. A seminar course on selected aspects of the history of education in Canada: topical study of the development in Canada of educational administration, curriculum and methods, teacher education, and other aspects of education to be decided in class.

W. Brehaut, Regular Session
(after hours)

3420X URBAN SOCIAL STRUCTURE:
MODES OF HISTORICAL ANALYSIS

An introduction to the empirical analysis of social structure in history, with emphasis on theoretical and methodological questions, and consideration of the implications of historical social analysis for school curricula.

M. B. Katz, Regular Session
(after hours)

3424X ASPECTS OF PROGRESSIVISM IN
ONTARIO EDUCATION

An examination of the influence on Ontario education of diverse streams of progressivism since 1880, including: the relation of political progressivism to education; the problem of cultural transmission, adaptation, and identity in a derivative society; the influence of business and industry on schooling; populism and agrarian influences on education; the quest for a "science" of education; the reaction to American and European influences; the child study movement; the growth of educational measurement, testing, and

guidance; "scientific" management of schools; and the influence of political and social philosophies on curricula and methods.

Prerequisite: 1403X, or permission of the instructor.

T. J. Wigney, Regular Session

3452X INDIVIDUAL READING AND
RESEARCH IN THE HISTORY OF
EDUCATION: DOCTORAL LEVEL

Description as for 1452X, but at the doctoral level.

PHILOSOPHY OF EDUCATION

1430X PHILOSOPHY OF MIND IN
EDUCATION

Topics in philosophy of mind of importance to education will be selected, according to the interests of seminar participants, from the following: the concept of experience, the private language problem, consciousness and intentionality, emotion and its expression; the mind-body problem; action, intention, responsibility, motivation; and the concept of a person.

Prerequisite: B.A. major in philosophy, or permission of the instructor.

E. C. Olsen, Regular Session
(after hours)

1432X KNOWLEDGE, MIND, AND
HUMAN BEINGS

This course is designed primarily for those without extensive background in philosophy. It will consider selected topics of particular concern to educators from the areas of philosophy of mind and theory of knowledge:

e.g., experience, mind, emotion, thought, behavior; self-knowledge, knowledge of others, knowledge of the empirical world; concepts; teaching, learning, and understanding. The underlying concern will be to develop a conceptual account of a person as an educable being.

(Not open to students registered in 1430X or 3431X. Please consult the instructor when choosing among the three courses.)

E. C. Olsen, Summer Session and
Regular Session (after hours)

1434X PHILOSOPHICAL ASPECTS OF
THE RELATIONSHIP BETWEEN
SCHOOL AND SOCIETY

Topics will include the nature of educational value; authority and freedom in education; academic freedom; equality in education; the role of the school as an agent of social change; the determination of policies for education in a pluralistic society; indoctrination; democracy and excellence in education.

B. S. Crittenden, Regular Session
(after hours)

1438X PHILOSOPHY OF PRACTICAL
INQUIRY AND THE STUDY OF
EDUCATION

Philosophical questions will be raised in the following problem areas, with particular reference to the nature of educational inquiry: policy theory, utility theory, decision theory; future planning; holistic versus piecemeal and incremental approaches; trial and error, controlled risk; conflict of interest, compromise; principles, rules; policy statements, propaganda, slogans;

logic and truth in the context of practical inquiry.

C. M. Beck (not offered in 1971-72)

1441X MORAL EDUCATION

A discussion of the form-content distinction in morals and moral education; various approaches to moral education; the problem of authority, authoritarianism, and indoctrination; political and institutional problems; individual differences; assessment; and the problem of passing from thought to action.

C. M. Beck, Regular Session
(after hours)

1442X MORAL THEORY FOR THE SCHOOLS

This course will be concerned with the detailed development of a body of *moral theory* that might serve as a basis for ethics courses in the schools. An attempt will be made to develop a graduated curriculum in ethics for the upper primary school and the secondary school.

C. M. Beck, Regular Session
(after hours)

1444X THE LOGIC OF THE CURRICULUM (cross-listed with the Department of Curriculum)

A discussion of the broad theoretical issues affecting the design and use of a curriculum for general (or liberal) education. Aspects of the following topics will be included: aims of education and uses of schooling; varieties of knowledge and modes of inquiry; logical and psychological order in

teaching and learning; individual and social needs; values in curriculum decision-making; liberal education in technological society.

B. S. Crittenden, Regular Session
(after hours)

1450X PHILOSOPHY OF SCIENCE AND SCIENCE EDUCATION (cross-listed with the Department of Curriculum)

A discussion of some major problems in the philosophy of science concerning the "aim," the "objectivity," and the empirical "basis" of science. Topics included are the problems of explanation, causality, and induction; the problem of the falsifiability of scientific theories; the conceptual structure of scientific theories, the ontological status of theoretical entities, the growth of scientific knowledge, and the relation between science and technology. Finally, the problems of the "unity of science" and of science as an "ideology" will be discussed.

A. Wellmer, Regular Session
(after hours)

1451X PHILOSOPHICAL THEORIES OF METHODOLOGY AND EDUCATION IN HISTORY AND THE SOCIAL SCIENCES (cross-listed with the Department of Curriculum)

A consideration of some of the major contemporary positions (Gottschalk, Hempel, Collingwood, Dray, Winch, Bruner, Fenton, etc.) on methodology in history and the social sciences, and the relevance of these theories for social science education. Emphasis is placed on the nature and function of

generalizations; views of explanation; theory testing; modes of reasoning; the place and treatment of rules; and the application of theories on the nature of history and of the social sciences to the teaching of these subjects.

J. A. Eisenberg, Regular Session
(after hours)

1453X INDIVIDUAL READING AND
RESEARCH IN PHILOSOPHY OF
EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not available in existing courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3431X THEORY OF KNOWLEDGE IN
EDUCATIONAL INQUIRY

This seminar is complementary to, but does not assume that the student has taken, course 1430X. Topics are selected from the following: knowledge and its relation to belief, truth, and evidence; sensation, perception, and observational knowledge; knowledge of other minds; self-knowledge and self-deception; understanding; teaching and learning; learning theories. The emphasis is on conceptual clarification rather than on empirical investigation.

Prerequisite: Permission of the instructor.

E. C. Olsen, Regular Session
(after hours)

3436X AESTHETICS AND EDUCATION

B. S. Crittenden, alternate years
(not offered in 1971-72)

3449X THE PROBLEM OF A
PHILOSOPHICAL ANTHRO-
POLOGY AND ITS IMPLICATIONS
FOR EDUCATION

Topics will include the aims and methods of a philosophical anthropology; the relation between philosophical and scientific knowledge of man; the problem of anthropological constants and of a philosophical "proto-theory" for the sciences of man; language, history, and morality as interrelated dimensions of human beings; historical materialism reconsidered. These topics will be discussed with particular reference to education.

Prerequisite: Permission of the instructor.

A. Wellmer, Regular Session
(after hours)

3451X PHILOSOPHICAL INQUIRY INTO
METHODOLOGICAL PROBLEMS
ARISING IN HISTORY AND SOCIAL
SCIENCE EDUCATION
(cross-listed with the
Department of Curriculum)

A problem course dealing with current philosophical problems in the areas designated. Specific problems will be determined by the members of the seminar. Such topics as the nature of social inquiry, objectivity, causality, reasoning procedures, the "logic" of discovery, validation procedures, the nature of cognitive structures, and the teaching of cognitive structures, are among those to be considered.

J. A. Eisenberg, Regular Session
(after hours)

3453X INDIVIDUAL READING AND
RESEARCH IN PHILOSOPHY OF
EDUCATION: DOCTORAL LEVEL

Description as for 1453X, but at the
doctoral level.

3454X PRACTICE OF PHILOSOPHICAL
INQUIRY

This course is required of all Ph.D.
candidates. Students will write two
carefully developed papers in
philosophy of education and present
each to a different member of staff
for intensive discussion.
Staff, Regular Session

Measurement and Evaluation



Department of Measurement and Evaluation

VINCENT R. D'OYLEY, *Ed.D. (Toronto)*

*Professor and Chairman of the
Department*

SABIR A. ALVI, *Ph.D. (Indiana)*

*Associate Professor, cross-appointed
from the Office of the Coordinator of
Graduate Studies*

SHMUEL M. AVITAL, *Ed.D. (Toronto)*

*Associate Professor, cross-appointed
to Applied Psychology
(on leave of absence until
June 30, 1971)*

RAGHU P. BHARGAVA, *Ph.D. (Stanford)*

Associate Professor

DONALD F. BURRILL, *Ph.D. (Cornell)*

*Assistant Professor, cross-appointed
to the Office of the Coordinator of
Research and Development Studies*

ALEX EVEN, *Ph.D. (Toronto)*

Assistant Professor

JEREMY D. FINN, *Ph.D. (Chicago)*

*Visiting Associate Professor (until
June 30, 1971), cross-appointed to
Computer Applications*

W. GERALD FLEMING, *Ed.D. (Toronto)*

*Professor, cross-appointed from the
Office of the Coordinator of Graduate
Studies*

DOROTHY M. HORN, *Ed.D. (Columbia)*

Assistant Professor

DONALD M. KELLER, *B.A. (Lehigh)*

Sessional Lecturer (until June 30, 1971)

SAR B. KHAN, *Ph.D. (Florida State)*

Assistant Professor

RODERICK P. MCDONALD, *Ph.D.*

*(New England)
Professor*

SHIZUHIKO NISHISATO, *Ph.D.*

*(North Carolina)
Associate Professor*

JOAN PRESTON, *Ph.D. (Western Ontario)*

*Assistant Professor, cross-appointed
to the Department of Psychology,
University of Toronto*

ROSS E. TRAUB, *Ph.D. (Princeton)*

Associate Professor

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*

*Assistant Professor, cross-appointed
to Computer Applications*

JOEL WEISS, *Ph.D. (Chicago)*

*Assistant Professor, cross-appointed
from Curriculum*

ASSOCIATED INSTRUCTORS:

IGOR KUSYSZYN, *Ph.D. (Western Ontario)*

Assistant Professor, York University

ARTHUR I. ROTHMAN, *Ed.D.*

*(State University of New York, Buffalo)
Assistant Professor, Faculty of
Medicine, University of Toronto*

RUSTUM J. SETHNA, *Ed.D.*

*(Indiana University)
Ontario Counseling and Personnel
Services, and Instructor, Ryerson
Polytechnical Institute*

JWALLA P. SOMWARU, *Ed.D. (Toronto)*

*Coordinator of Research and
Educational Measurement,
Etobicoke Board of Education*

QUIDA M. WRIGHT, *Ph.D. (Cornell)*
Chairman of English, Don Valley
Junior High School, North York
Board of Education

PROGRAMS OF SPECIALIZATION

The department offers work at both the master's and doctoral levels, although it is hoped that students who are selected will complete the doctoral program. The M.Ed. is ordinarily a terminal degree, while the M.A. is viewed as one step toward the doctorate. The general requirements for the M.Ed., M.A., and Ph.D. degrees are detailed on pages 19 to 25. Specific requirements for the different degree programs are given in a brochure that can be obtained from the department.

The basic goal of the department is to train students to become competent researchers in the fields of measurement and quantitative experimental methods and theory, and to prepare them to utilize methodology and theories in the area of evaluation. Graduate work in these fields usually involves considerable training in the areas of descriptive and inferential statistics, classical and modern test theory, scaling theory, quantitative psychology, various aspects of test development, and research methods appropriate for the design and execution of empirical investigations.

All full-time M.A. and M.Ed. students will be required to include in their programs a core consisting of the following four half-courses: 1604X, 1666X, 1670X, and 1680X, or

their equivalent or better. If a student enters the department with a solid background in any of the areas covered in these courses, he will be allowed to substitute another course.

All Ph.D. students will be required to take at least four 3600-level courses in this department.

All M.A. and Ph.D. students will be required by the end of their first year of residence to demonstrate competence in FORTRAN IV or PL/I computer programming techniques. Where necessary, special short courses of about twelve to fifteen hours will be arranged.

In addition, proficiency in certain aspects of matrix theory and calculus will be required of Ph.D. candidates. Short courses will be provided for those wishing instruction in these areas.

COURSES

A course is identified with this department when the first two digits are either 16 or 36. Courses at the 1600 level are generally considered introductory, while the 3600 courses are more advanced. However, this does not imply that doctoral students cannot receive credit for 1600-level courses, or that master's students cannot take 3600-level courses.

Note: From time to time, Measurement and Evaluation offers short non-credit courses in descriptive statistics, matrix algebra, calculus, and other topics. Please consult this department or the *Schedule of Graduate Courses* for current offerings.

1604X ELEMENTS OF TEST THEORY

Classical test theory, validity and prediction theory, item analysis and test assembly, scoring and equating.

R. E. Traub, Regular Session (daytime)

1610X INTRODUCTION TO MEASUREMENT AND EVALUATION

A presentation of the basic principles of testing. Topics covered will include a *brief* review of descriptive statistics; discussions of the concepts of reliability, validity, and norms; the construction of teacher-made tests; and an examination of selected standardized aptitude, achievement, and personality tests.

Prerequisite: A knowledge of descriptive statistics is expected. A student lacking this background is required to contact the department *at least three weeks prior to the first meeting of the course* in order to arrange for appropriate make-up work.

A. Even, Regular Session (daytime and after hours)

1611X ESSENTIALS OF PSYCHOLOGICAL TESTING FOR GUIDANCE PERSONNEL

A survey of the measuring instruments used by school guidance personnel. Topics included are a *brief* review of criteria used to evaluate measuring instruments, a study of the psychological theories underlying the most frequently used psychological tests, and actual experience in the administration of tests and in the interpretation of test results.

Prerequisite: Same as 1610X.

S. A. Alvi and staff, Summer Session and Regular Session (daytime and after hours)

1615X TEST CONSTRUCTION

A practicum providing experience in the construction of educational and psychological measuring instruments. This will include classroom tests and other data-gathering instruments. During this course, students are expected to construct and pretest an instrument.

Prerequisites: 1610X and 1666X, or equivalents (or concurrent registration in these courses).

J. Weiss, Summer Session and Regular Session (daytime)

1652X INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in the available courses. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Prerequisite: None, if the project is primarily library research; 1660X and 1666X, or equivalents, if the project is empirical research.

1659X EVALUATION OF CURRENT ISSUES IN ONTARIO EDUCATION (cross-listed with the Department of Curriculum)

The specific content will depend on current issues. The 1970-1971 topic

was "How Much Structure Should Schooling Have?" This approach emphasizes the critical reading of research reports and other literature, with varied points of view, relative to the issue; practical problems of implementation; and the evaluation of the results of implementation. It is expected that the topics will be such as to encourage participation of speakers both from within and outside OISE departments. The student should be informed as to the issues to be investigated before enrolling.
Staff, Regular Session (daytime)

1660X INTRODUCTION TO EMPIRICAL RESEARCH IN EDUCATION

The general emphasis is on developing critical readers of research and of other evaluative educational literature. Basic concepts, methods, and problems in educational research are considered. Topics may include: steps in the research process, formulation of hypotheses, design of research instruments, methods of data collection, and the writing of research reports. Students may be required to conduct a small research project.

A. Even and staff, Summer Session and Regular Session (after hours)

1666X ELEMENTS OF STATISTICS

The course will include descriptive statistics, probability distributions, sampling distributions, expectation and moments, inference, basic principles of experimental design and Anova, correlation and regression.

D. F. Burrill, Summer Session and Regular Session (daytime and after hours)

1670X ELEMENTS OF LATENT SPACE ANALYSIS

The course will include a general idea of factor analysis, common factor space, communality, uniqueness, estimation of factor loadings, simple rotation problems, introduction to latent structure analysis, and smallest space analysis.

Prerequisite: Permission of the instructor.

S. B. Khan, Summer Session and Regular Session

1680X ELEMENTS OF SCALING

The course will include t-scores, z-scores, basic scaling methods, (Guttman's scalogram analysis, Coombs' unfolding method, Lickert scales, rank order, constant method, paired comparisons, etc.), and general transformation of data.

Prerequisite: 1666X, or permission of the instructor.

S. Nishisato, Regular Session (daytime)

3602X FACTOR ANALYSIS AND RELATED TECHNIQUES

Beginning with basic tests of hypotheses on the structure of covariance matrices, the course leads into the standard problems of estimation and hypothesis-testing for unrestricted and restricted common factor analysis, rotation methods, and factor score methods. It also includes consideration of more general models of the factor analytic type, such as nonlinear factor analysis and latent structure analysis.

Prerequisite: Permission of the instructor.

R. P. McDonald, Regular Session (daytime)

3605X ADVANCED TEST THEORY

Alternative models to the classical test theory model (e.g., models for non-parallel tests, binomial error models, latent trait models), matrix sampling, considerations derived from decision theory, and programmed testing.

R. E. Traub, Regular Session (daytime)

3608X PERSONALITY MEASUREMENT

This course is concerned with test theory as it applies to personality measurement. It includes an examination of methodologies and problems in the construction of personality tests, test standards, response styles, problems in measuring particular personality characteristics, actuarial prediction, statistical methods of decision-making in selection and personality assessment, and the ethics of personality assessment.

Prerequisite: 1670X, or equivalent, or permission of the instructor.

J. Preston, Regular Session (daytime)

3637X PSYCHOLOGICAL SCALING THEORY

Emphasis is placed on rigorous statistical bases for scaling procedures. The procedures outlined are current Thurstonian scaling procedures, optimal scaling, metric and non-metric multidimensional scaling, and Coombs' system. The algebraic structure of measurement is discussed.

Prerequisites: 1680X, or permission of the instructor.

S. Nishisato, Regular Session (daytime)

3652X INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: DOCTORAL LEVEL

Description as for 1652X, but at the doctoral level.

Prerequisite: Permission of the instructor.

3664 MATHEMATICAL STATISTICS

Probability measure; random variable; expectation; sampling distribution of t , X^2 , and F ; likelihood; sufficiency; estimation; and testing of hypotheses.

Prerequisite: Permission of the instructor.

R. P. Bhargava, Regular Session (daytime)

3666X INTERMEDIATE STATISTICS AND RESEARCH DESIGN

Analysis of variance with complete and incomplete designs, multiple regression, multiple correlation, and analysis of covariance; formulation and application of mathematical models of design and analysis.

Prerequisite: 1666X, or equivalent, or permission of the instructor.

D. F. Burrill, Summer Session and Regular Session (daytime)

3667 ANALYSIS OF VARIANCE

Multivariate normal distribution; distribution of quadratic forms; general linear hypothesis; analysis of variance for one-way and two-way classification model; variance components and mixed models; multiple comparison tests; balanced incomplete block designs; factorial experiments; con-

founding; linear and multiple regression; the fitting of orthogonal polynomials; covariance analysis; and other designs.

Prerequisite: Permission of the instructor.

R. P. Bhargava, Regular Session (daytime). To be offered only if registration is sufficient.

3668X MULTIVARIATE ANALYSIS WITH APPLICATIONS

Discussions of Hotelling's T^2 , multivariate general linear hypothesis, multivariate analysis of variance, principal component analysis, canonical correlations, and classification of observations.

Prerequisites: 3664 and 3667, or equivalents, plus some knowledge of matrix theory and calculus; or by permission of the instructor.

R. P. Bhargava, Regular Session (daytime). To be offered only if registration is sufficient.

3674X ADVANCED SEMINAR IN MEASUREMENT AND EXPERIMENTAL DESIGN

Consideration of advanced theoretical and empirical topics in measurement, and a detailed examination of experimental designs relevant to educational research.

Prerequisite: Permission of the instructor.

S. Nishisato, Regular Session (daytime)

3675X MATRIX THEORY WITH STATISTICAL APPLICATIONS

Discussion of the results of matrix algebra, relevant to the mathematical treatment of statistical or psychometric

models for multivariate analysis.

Topics to be included: generalized and conditional inverse, systems of linear equations, special matrices, differentiation and integration of functions of matrices, the generalized eigenproblem, and special decompositions and representations.

Prerequisite: Permission of the instructor.

R. P. McDonald, Regular Session (daytime)

3676X THE GENERAL THEORY OF STATISTICAL AND PSYCHOMETRIC MODELS

A survey of a class of metric models for the analysis of multivariate response data. Comparison and contrast of the essential properties of the models, and applications to educational data. Topics to be included: the general linear hypothesis; principal component analysis; canonical variate analysis; common factor analysis (linear and nonlinear); latent trait theories, including aspects of test theory; and analysis of covariance structures.

Prerequisites: 3602X, and permission of the instructor.

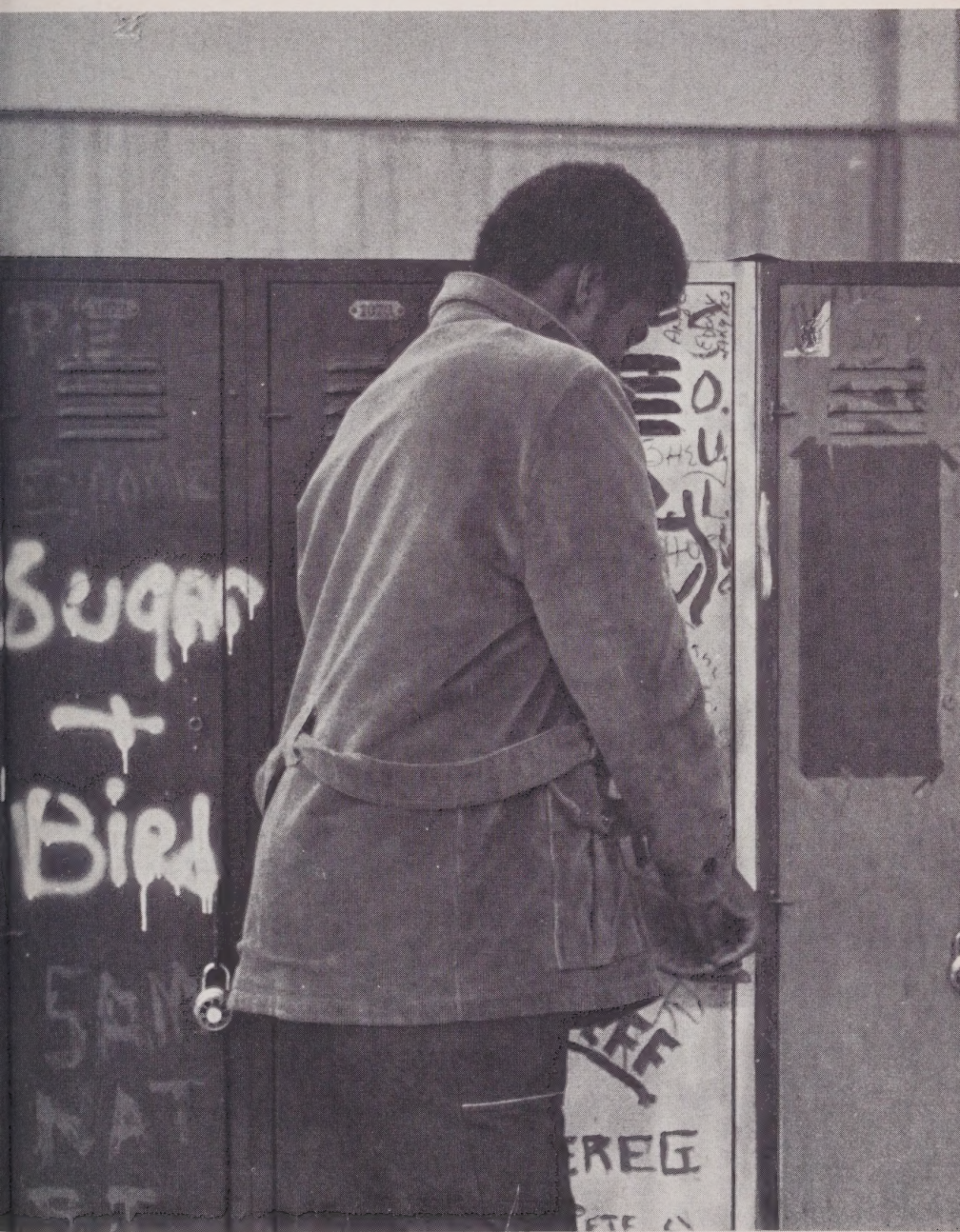
R. P. McDonald, Regular Session (daytime)

The following course might also be of special interest to students in Measurement and Evaluation:

1360X THE EVALUATION OF CURRICULUM AND INSTRUCTION

(See full course description, Department of Curriculum, page 70.)

Sociology in Education



Department of Sociology in Education

JAN J. LOUBSER, *Ph.D. (Harvard)*

*Associate Professor and Chairman of
the Department, cross-appointed to
the Department of Sociology,
University of Toronto*

ANDREW EFFRAT, *Ph.D. (Harvard)*

*Assistant Professor, cross-appointed to
the Office of the Coordinator of
Research and Development Studies*

MICHAEL FULLAN, *Ph.D. (Toronto)*

Assistant Professor

EDWARD B. HARVEY, *Ph.D. (Princeton)*

*Associate Professor, cross-appointed
to the Department of Sociology,
University of Toronto*

DAVID LIVINGSTONE, *B.A. (British*

Columbia)
Lecturer

FRANK V. MAIDMAN, *M.A. (Toronto)*

*Lecturer, cross-appointed to Special
Education*

DAVID B. NOLLE, *M.A. (Vanderbilt)*

Lecturer

WILLIAM G. SPADY, *Ph.D. (Chicago)*

Associate Professor

PROGRAMS OF SPECIALIZATION

This department offers special programs leading to an M.Ed., M.A., or Ph.D. with specialization in Sociology in Education, including several joint programs with other departments. Full-time study is a requirement of all degree programs, with the exception of the M.Ed. which may be taken on a

part-time basis. These programs include courses in Sociology in Education as listed on the following pages, together with related courses appropriate to the individual's particular interests and background in the Department of Educational Theory, or in other departments of the School of Graduate Studies.

Interested students may obtain descriptions of the current programs by writing to Dr. Jan J. Loubser, Chairman, Department of Sociology in Education, OISE.

Applicants are required to submit a careful statement of their interests and at least one sample of their written work, in addition to the general requirements for assessment of admissibility, as outlined on pages 19 to 25.

COURSES

A course is identified as Sociology in Education when the first two digits in the course number are 19 or 39. A course numbered 39 generally assumes a background in this department.

1900X INTRODUCTION TO SOCIOLOGY IN EDUCATION

An introduction to sociology in education, designed primarily to orient students in the M.Ed. program, but suitable for others completing a pre-requisite year. Sociological perspectives

are illustrated in application to current educational issues and settings.

Staff, Summer Session and Regular Session (after hours)

1901X THE SOCIOLOGY OF CANADIAN EDUCATION

A review of current issues in Canadian education, with an effort to identify relevant sociological perspectives. Student research will be an important element of course work.

Staff, Regular Session

1902X EDUCATIONAL DECISION-MAKING IN ONTARIO

Different key groups in Ontario have divergent attitudes toward education that are reflected in the educational policies promoted or resisted. The basic aim of the course is to identify key groups in the educational decision-making process, to discover more about the attitudes they hold, and to relate these to the specific mechanisms by which policies are developed and implemented.

E. B. Harvey, Regular Session

1903X THE SOCIOLOGY OF MINORITY GROUPS IN CANADIAN EDUCATION

A review of the educational problems of minority religious and ethnic groups in Canada from the perspectives of social history, institutional barriers, and social and economic consequences. Special attention will be given to the problems of bilingual and separate schools in Ontario.

Staff, Regular Session (after hours)

1904X SCHOOL SYSTEMS AND SOCIAL STRATIFICATION

This course deals with two related issues: the influence of the stratification system on school system structures, goals, and operations; and the role of the school in stimulating and facilitating the achievement goals of its clientele. Special emphasis is placed on examining issues related to the concept of equality of opportunity, and on the development of alternative models for explaining the aspirations-attainment process.

W. G. Spady, Regular Session

1906X SPECIALISTS IN THE SCHOOL SYSTEM

This course focuses on the roles of guidance officers, school psychologists, psychiatrists, and other non-teaching professionals in the educational system. Concepts and principles from the sociology of organizations, professions, and careers will be used. Reading, class discussions, and individual research are the main requirements of the course.

Staff, Regular Session (after hours)

1907X FAMILY PROBLEMS AND EDUCATIONAL PERFORMANCE (cross-listed with the Department of Special Education)

This course involves a critical review of existing literature on the family as related to educational developments. An attempt will be made to expand knowledge in this area by discussing family variables that are salient in other areas of family sociology. The student will be exposed to films on families with underachieving children,

and to data from a study of Canadian families.

Staff, Regular Session (after hours)

1908X SOCIOLOGY OF CLASSROOM INTERACTION

This course offers a variety of sociological perspectives on the dynamics of classroom interaction. Readings will cover Symbolic Interactionism, Role Theory, and the work of Kohl, Holt, Dreeben, Goffman, Mead, etc.

A. Effrat, Regular Session (after hours)

1909X PRACTICAL PROBLEMS IN EDUCATIONAL INNOVATION

A sociological approach to the practical problems faced by different types of school personnel (administrators, teachers, students, parents) in planning, implementing, accepting/rejecting school innovations. Also, a detailed look at major substantive "organization for learning" innovations (such as open school, team teaching, non-grading) and their implications for the various school personnel.

M. Fullan, Regular Session (after hours)

1931X EDUCATION AND MODERNIZATION: COMPARATIVE PERSPECTIVES

A sociological analysis of the role of education in modernizing societies. The course will survey the existing literature on the meaning of the concept of modernization and the role of education in the modernization process. This course will also involve a consideration of the available data

on the relation of education to economic, political, and social development.

Staff (not offered in 1971-72)

1935X FUTURE SOCIETIES AND EDUCATION

A critical review of scientific studies of the future, and the construction of further speculative theories. The character and role of education in both affluent and impoverished societies of the future will be emphasized. Attention will also be given to political and economic participation, general implications of leisure time, world federalism, and social consequences of the biological revolution.

D. W. Livingstone, Regular Session (after hours)

1940X COMPARATIVE EDUCATION: THEORIES OF EDUCATIONAL DEVELOPMENT

The construction and verification of theories of educational development. This will involve a discussion of critical dimensions of educational and national development, a review of general social theorists' ideas on social change, the construction of models of educational development, the derivation of critical propositions from these models, and comparative analysis to test such propositions. Attention will be given to Canadian regional analysis.

D. W. Livingstone, Regular Session

1952X INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing on topics

of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

**1960X SOCIOLOGICAL RESEARCH
METHODS IN EDUCATION**

An introduction to basic research methods appropriate for sociologists working in the field of education. General consideration will be given to the technical problems involved in the collection, analysis, and interpretation of data, with emphasis on the logic underlying the research process.
Staff (not offered in 1971-72)

**1970X SOCIOLOGICAL THEORY IN
EDUCATION**

A review of sociological theory with particular reference to contemporary sociological theory and its implications for studies in the sociology of education.
Staff (not offered in 1971-72)

**1996X THE SOCIAL STRUCTURE OF THE
SCHOOL**

An analysis of the social relations and structures in the school, and of their impact on learning, student behavior, and performance.
Staff, Regular Session

3900X SOCIOLOGY OF SCHOOL SYSTEMS

Concepts and theories of social systems will be used to examine educational institutions and their component parts. Both theoretical schemes and empirical materials will be used to illuminate six major areas of concern: the societal

context of school systems, the goals and socialization functions of schools, social mobility and opportunity structures, organizational dynamics and school system control, occupational roles and the dynamics of work, and peer group social structures.

Staff (not offered in 1971-72)

**3901X SOCIOLOGY FIELD WORK IN
EDUCATION**

This course will use schools and school systems as natural research settings. Three major kinds of problems will be examined: phenomena defined as problematic in the literature, problems as defined by the student-observer, and problems defined by people in the field. The initial part of the course will stress field methods and a review of important substantive areas; the latter part will emphasize actual field work.
Staff (not offered in 1971-72)

**3902X EDUCATIONAL SYSTEMS AND
THE LABOR MARKET**

This course is concerned with the integration between educational systems and the labor market, at both the institutional and social psychological levels. The impact on individual educational and occupational experiences will be assessed. The following content areas will be examined: the general structure of the Canadian labor force; changes in the base of recruitment to university, and changes in postsecondary curricula; and the problem of estimating the costs and benefits of different educational strategies.

E. B. Harvey, Regular Session

3920X SOCIALIZATION, ADOLESCENCE,
AND EDUCATION

An examination of various socialization theories, with emphasis upon individual agents of socialization inside and outside the school.

D. B. Nolle, Regular Session

3925X ADOLESCENT DEVIANCE AND
THE SCHOOLS

An examination of adolescent deviance in the school setting and the process of social typing, with emphasis on the accommodative responses of peers, teachers, and parents. The educational implications of the existence of deviant subcultures will also be considered.

Staff (not offered in 1971-72)

3930X INNOVATIONS IN EDUCATION

A consideration of research on the individual, organizational, and community-societal characteristics related to educational innovativeness. The course will be oriented toward the problems of carrying out this research.

M. Fullan, Regular Session

3950X RESEARCH SEMINAR IN THE
SOCIOLOGY OF HIGHER
EDUCATION
(cross-listed with Higher
Education)

Two major areas of content are linked with the two major aims of the course. The first involves a range of largely empirical materials concerning college and university students, with special emphasis on an understanding of the sociological dynamics of college life

and its impact on career decisions, academic success, satisfaction, eventual graduation, etc. The second involves the empirical analysis of data on college students.

W. G. Spady, Regular Session

3952X INDIVIDUAL READING AND
RESEARCH IN SOCIOLOGY IN
EDUCATION: DOCTORAL LEVEL

Description as for 1952X, but at the doctoral level.

3960X ADVANCED ISSUES IN
SOCIOLOGICAL RESEARCH
METHODS IN EDUCATION

A focus on advanced issues in design, measurement, and analysis in sociological research in education. Attention is given to topics concerning causal inferences in both static and dynamic nonexperimental designs; causal approaches to measurement; and the appropriate situations for the application of different types of multivariate techniques of analysis, such as multiple regression, analysis of variance and covariance, and factor analysis.

D. B. Nolle, Regular Session

3970X ADVANCED SOCIOLOGICAL
THEORY IN EDUCATION

A seminar organized as a theory workshop to develop sociological theory applications to education. Particular attention will be given to the work of Parsons, Smelser, Blau, Yinger, Goffman, Luckmann, Berger.

J. J. Loubser, Regular Session

Special Education



Department of Special Education

W. BRYAN DOCKRELL, *Ph.D. (Chicago)*
Professor, Chairman of the
Department and Director of the
Educational Clinic

JOHN B. FOTHERINGHAM, *M.D. (McGill)*
Associate Professor

PETER GAMLIN, *Ph.D. (Cornell)*
Assistant Professor, cross-appointed
from Applied Psychology and to The
Institute of Child Study, University of
Toronto

ERIC W. HOPWOOD, *M.Ed. (Hull)*
Lecturer (until June 30, 1971)

THOMAS E. LINTON, *Ph.D. (Michigan)*
Associate Professor, cross-appointed
from the National Institute on Mental
Retardation

FRANK V. MAIDMAN, *M.A. (Toronto)*
Lecturer, cross-appointed from
Sociology in Education

SOLVEIGA MIEZITIS, *Ph.D. (Toronto)*
Assistant Professor, cross-appointed
from Applied Psychology and to the
Educational Clinic (on study leave
until June 30, 1971)

DOROTHY SHIPE, *Ph.D. (George Peabody)*
Associate Professor

HARRY SILVERMAN, *Ph.D. (London)*
Associate Professor, cross-appointed
to Applied Psychology and to the
Educational Clinic

ASSOCIATED INSTRUCTORS:

JOHN BUTCHER, *Ph.D. (Manchester)*
Professor of Educational Psychology,
University of Sussex, England

DONALD KEILLOR, *M.Ed. (Toronto)*
Head, Educational Assessment Centre,
Etobicoke Board of Education

LEO LAZAR, *Ph.D. (Ottawa)*
Chief Psychologist, Child and
Adolescent Services, Clarke Institute
of Psychiatry, University of Toronto

EDWARD J. ROSEN, *M.D., C.M. (McGill)*
Associate Professor, Department of
Psychiatry, University of Toronto

JAMES A. TUCK, *Ph.D. (Toronto)*
Director of Psychological Services,
Rehabilitation Foundation for the
Disabled

PROGRAMS OF SPECIALIZATION

For some years, the Department of Applied Psychology offered programs leading to graduate degrees in educational theory to those students whose scholarly and professional interests lay in special education. In recognition of the widespread interest in this subfield, continuing expansion of staff and resources has led to the establishment of a separate Department of Special Education.

This new department integrates the resources of the Institute in special education for administrative convenience, and provides added thrust for the promotion of activities in special education. Former graduate programs have been strengthened. Close working relations with other departments continue, particularly

those with the Departments of Applied Psychology, Curriculum, and Sociology in Education, as well as with the Educational Clinic.

Graduate programs leading to M.Ed., M.A., and Ph.D. degrees in Educational Theory are available. The general requirements for these degrees are detailed on pages 19 to 25.

MASTER OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

The Master of Education program is designed primarily for people with teaching qualifications and experience who are working in the educational system and desire training in one specific aspect of special education, or seek a broader background in special education. However, under exceptional circumstances, students without a teaching background may also enroll in this program.

Enrolling students are ordinarily expected to have had at least three undergraduate courses, or the equivalent, in the behavioral sciences. If this is not the case, the following prerequisite courses are required in addition to the regular degree program:

- 1200X Introduction to Educational Psychology
- 1201X Child and Adolescent Psychology

The regular M.Ed. program demands a minimum of eight half-courses, chosen in consultation with an advisor, to form an integrated sequence as follows:

Group A

- 1288X Seminar and Practicum in Special Education
(This course is compulsory.)

Two or three additional half-courses selected from:

- 1280X Exceptional Children and Youth
- 1281X The Education of the Mentally Retarded and the Slow Learner: Seminar and Practicum
- 1282X The Physically Handicapped
- 1283X Psychology and Education of the Gifted
- 1284X Behavior Disorders in Relation to Education
- 1285X Children with Special Learning Disabilities
- 1286X Educational Techniques for Emotionally Disturbed Children
- 1287X Psychology of Mental Retardation
- 1291X Seminar and Practicum in Comparative Special Education
- 1295XA Individual Reading and Research in Special Education: Psycho-educational Appraisal and Remedial Techniques for Exceptional Children

Group B

Four or five half-courses selected in conjunction with the student's advisor from offerings in Sociology in Education, Applied Psychology, Curriculum, Measurement and Evaluation, or Educational Administration (or further courses in Special Education).

Note: The department cannot guarantee admission to particular courses outside the department.

Since courses in certain areas of interest in special education are not currently available at the Institute, it is possible to arrange, for individual students, programs that include up to two half-courses taken in a graduate program at another university.

MASTER OF ARTS WITH SPECIALIZATION IN SPECIAL EDUCATION

A Master of Arts program in Educational Theory, with specialization in Special Education, can be worked out for individual students who wish to pursue either a research career or a professional career in work with exceptional children in a variety of settings. Applicants may or may not have a background of elementary or secondary school teaching. Students without this background would pursue their professional careers with exceptional children by means of a non-teaching consultant role in such settings as hospitals, residential treatment centers, nursery schools, day-care centers, etc. Students with a teaching background would continue to pursue their careers in teaching, consultation, or supervision in special education, in such settings as colleges of education, community colleges of applied arts and technology, and elementary or secondary schools. The normal entrance requirement is a four-year University of Toronto B.A. in a social or behavioral science, or its

equivalent. Outstanding students in this program may continue in a Ph.D. program with special reference to Special Education. The typical M.A. program would consist of six half-courses, as follows:

1280X Exceptional Children and Youth

1288X Seminar and Practicum in Special Education

A research design course:

1235X Research Methods in Educational Psychology

or

1252XH Individual Reading and Research in Applied Psychology: Research Methods in School Psychology

Three additional half-courses, two of which must be selected from those in the 1281X to 1290X range, excluding 1288X, are required. The third course may be in special education, in a related discipline, or in a field of application. Courses are to be selected in consultation with an advisor.

A master's thesis is required.

The student is also expected to participate in colloquia and informal research meetings organized by this department.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN SPECIAL EDUCATION

The Ph.D. programs in Educational Theory, with special reference to Special Education, are designed for students with one of two areas of interest. First, there are those who

wish to pursue a career of theory building and/or research in one aspect of special education. The program for such students would combine special education courses with courses in psychology, sociology, etc. These students may or may not have a background of elementary or secondary school teaching. Second, some students with a teaching background may wish to obtain high-level qualifications as practitioners in special education. The Ph.D. program for these students would tend to focus on such areas as the development of programs for exceptional children and the organization of special education.

In addition to the doctoral thesis and other requirements for the Ph.D., described on pages 23 to 25, the student and his advisor will devise an individualized program that takes into account the student's background and preferences, departmental requirements, requirements already met, and course availability. Such a program would involve a study of one aspect of special education, with two or three half-courses in a relevant department within the Department of Educational Theory, and one appropriate full course in another department of the School of Graduate Studies.

OCCASIONAL STUDENTS IN THE DEPARTMENT OF SPECIAL EDUCATION

Students not enrolled in the regular programs described may, by arrangement with the Department of Special Education, enroll in a maximum of two half-courses. In exceptional cases, a

student may enroll in more than two half-courses by arrangement with the student's advisor, the Department of Special Education, and the instructors of the courses under consideration.

GENERAL NOTE

A number of Student Financial Awards with a Graduate Assistantship component will be available in the Department of Special Education.

Where possible, it is desirable that a student wishing to enter any of the programs offered by this department consult with staff members to explore the student's suitability and to consider possible modification of the program to meet his needs.

COURSES

A course is identified with this department when the first three digits in the course number are 128, 129, 328, or 329.

1280X EXCEPTIONAL CHILDREN AND YOUTH

Emphasis is placed on the psychology of exceptional children, not on programs for them. Primary concern is with intellectual and behavioral deviations.

W. B. Dockrell, Summer Session and Regular Session

1281X THE EDUCATION OF THE MENTALLY RETARDED AND THE SLOW LEARNER: SEMINAR AND PRACTICUM

The identification and etiology, and the intellectual, social, and emotional

development of the mentally retarded; educational programs, social and occupational adjustment, and parent counseling and practicum.

Staff, Summer Session and Regular Session

1282X THE PHYSICALLY HANDICAPPED

The psychology of children and young people with such types of disability as impaired vision, impaired hearing, defective speech, crippling conditions, epilepsy, chronic medical disorders, multiple handicaps; psychological and medical bases of adjustments in curriculum and instructional methods; educational programs in regular classes, special classes, hospitals, and the home; emotional and social adjustment; counseling of parents and pupils.

Associated Instructors, Summer Session and Regular Session

1283X PSYCHOLOGY AND EDUCATION OF THE GIFTED

The identification, and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.

S. Miezitis, Regular Session

1284X BEHAVIOR DISORDERS IN RELATION TO EDUCATION

Behavior disorders in children and young people: e.g., neurotic behavior, organic conditions, and psychotic conditions; the diagnostic process; constitutional and social factors involved; current treatment procedures. Lectures, case presentations, demonstrations, and readings.

T. E. Linton and Associated Instructors, Summer Session and Regular Session

1285X CHILDREN WITH SPECIAL LEARNING DISABILITIES

Characteristics of children with learning difficulties, their identification, and suggested remedial programs. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.

H. Silverman, Summer Session and Regular Session

1286X EDUCATIONAL TECHNIQUES FOR EMOTIONALLY DISTURBED CHILDREN

A survey of psychodynamic and educational management techniques used with children with learning difficulties caused by developmental disorders, cerebral dysfunctions, specific cognitive disorders, language and reading disorders, as well as behavior disorders, with particular reference to the methods used in special classes for the selection, investigation, and remedial treatment of these varied conditions.

Prerequisite: 1284X

Associated Instructors, Regular Session

1287X PSYCHOLOGY OF MENTAL RETARDATION

Emphasis will be placed on the interaction of biological and sociocultural influences in the development of generalized mental retardation, its diagnosis, and management.

Prerequisite: Permission of the instructor.

J. B. Fotheringham, Regular Session

1288X SEMINAR AND PRACTICUM IN
SPECIAL EDUCATION

The course consists of supervised experience in a particular area of special education; this experience may involve curriculum planning, classroom organization, and the development and evaluation of a range of instructional materials and techniques.

Staff, Regular Session

1289X SEMINAR: SPECIAL EDUCATION
FOR SCHOOL CONSULTANTS

Discussion of research findings pertaining to the identification of children with specific learning problems, and of special programs for them. Open only to students enrolled in the School Psychology program.

H. Silverman, Summer Session

1290X READINGS AND RESEARCH IN
MENTAL RETARDATION

Emphasis will be placed on an expansion and deepening of material covered in 1287X, particularly on the biological and sociocultural aspects of mental retardation. Additional topics will include the genetic aspects of mental retardation, personality, learning theories, family studies, and vocational rehabilitation.

Prerequisite: 1287X

D. Shipe and *J. B. Fotheringham*,
Regular Session

1291 SEMINAR AND PRACTICUM IN
COMPARATIVE SPECIAL
EDUCATION

A wide range of special education programs will be studied. Detailed seminar evaluations of historical and social evolution, of current philosophies, of theoretical affiliations, and practical approaches, will also be undertaken.

It is anticipated that in the 1971 Summer Session this course will be held in Europe (the United Kingdom, Scandinavia, and the Netherlands). Participants in the course will be responsible for their own travel and living expenses.

Staff, Summer Session only

1295X INDIVIDUAL READING AND
RESEARCH IN SPECIAL
EDUCATION

Specialized study, under the direction of a staff member, focusing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1295XA INDIVIDUAL READING AND
RESEARCH IN SPECIAL
EDUCATION: PSYCHO-
EDUCATIONAL APPRAISAL
AND REMEDIAL TECHNIQUES
FOR EXCEPTIONAL CHILDREN

Selection and use of specialized tests with learning-disabled and handicapped children. Includes nonverbal tests, infant tests, and specialized tests for the assessment of communication and

131 DEPARTMENT OF SPECIAL EDUCATION

visual-motor disorders. Introduction to methods of remediation based on the preceding. Familiarity with the WISC and Stanford-Binet will be assumed.

Prerequisite: Permission of the instructor.

D. Shipe, Regular Session

3280X SEMINAR REVIEWING ONGOING RESEARCH AND DEVELOPMENT ACTIVITIES IN THE DEPARTMENT; DOCTORAL LEVEL

W. B. Dockrell, Regular Session

3281X RESEARCH SEMINAR: THE EDUCATION OF THE MENTALLY RETARDED AND THE SLOW LEARNER

Factors, especially personality and motivational, relating to the achievement and adjustment of the mentally retarded and the slow learner. Emphasis will be placed upon those characteristics of the individual and his life situation that bear upon school placement and achievement, and subsequent life success.

D. Shipe, Regular Session

3283X RESEARCH SEMINAR: PSYCHOLOGY AND EDUCATION OF THE GIFTED

Staff, Regular Session

3284X RESEARCH SEMINAR: BEHAVIOR DISORDERS IN RELATION TO EDUCATION

Staff, Regular Session

3285X RESEARCH SEMINAR: CHILDREN WITH SPECIAL LEARNING DISABILITIES

H. Silverman, Regular Session

3287X RESEARCH SEMINAR: PSYCHOLOGY OF MENTAL RETARDATION

Emphasis will be placed on the effects of a handicapped child on the family, and on family factors influencing the child's functioning.

J. B. Fotheringham, Regular Session

3295X INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION; DOCTORAL LEVEL

Staff, Regular Session

3295XA INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION; DOCTORAL LEVEL: SOCIAL CLASS DIFFERENCES IN LANGUAGE DEVELOPMENT

P. Gamlin, Regular Session

1907X FAMILY PROBLEMS AND EDUCATIONAL PERFORMANCE

(See full course description, Department of Sociology in Education, page 118.)

Higher Education



Department of Higher Education

BERTRAND L. HANSEN, *A.B. (Ohio State)*
Special Lecturer in Higher Education
and Director of Research for the
Committee of Presidents of Universities
of Ontario

ROBIN S. HARRIS, *Ph.D. (Michigan)*
Professor of Higher Education,
University of Toronto, and cross-
appointed to Adult Education, OISE

JOHN B. MACDONALD, *Ph.D. (Columbia),*
LL.D. (Manitoba), LL.D. (Simon
Fraser), D.Sc. (British Columbia)
Professor of Higher Education and
Executive Director of the Committee
of Presidents of Universities of Ontario

EDWARD F. SHEFFIELD, *Ed.D. (New York),*
LL.D. (Sir George Williams)
Professor of Higher Education,
University of Toronto, and cross-
appointed to Adult Education, OISE
(on leave of absence, 1971-72)

(a) Those who are or hope to be engaged in administration of some aspects of higher education, either in an institution of higher education, such as a university or community college, or in an agency – governmental or otherwise – concerned with the public administration of higher education.

(b) Those who are or hope to be teachers in institutions of higher education. While taking their major subject courses in the discipline in which they propose to teach, these students may wish to take a course in higher education as a minor subject in order to become more familiar with the setting in which they will be serving.

(c) Those for whom higher education is related to a primary interest in such fields as adult education, educational planning, the history of education, the economics of education, the sociology of education.

Graduate students may proceed to the M.Ed., M.A., Phil.M., or Ph.D. degree in Educational Theory with specialization in Higher Education. Also, the courses in Higher Education may be taken as electives by degree candidates in the Department of Educational Theory, or in other departments of the School of Graduate Studies. In addition to students who are candidates for degrees, others who are graduates of approved universities may, with the permission of the Department of Educational Theory and the instructor concerned, enroll in the courses in Higher Education.

PROGRAMS OF SPECIALIZATION

Higher Education is one of the fields of specialized study within the Department of Educational Theory. The staff members form the Higher Education Group in the University of Toronto, rather than a department in The Ontario Institute for Studies in Education.

Courses in higher education are designed for students pursuing one of three types of careers:

COURSES

A course is identified as Higher Education when the first two digits in the course number are 18 or 38.

Students are invited to seek the concurrence of the instructor before enrolling for a course.

1801 THE DEVELOPMENT OF HIGHER EDUCATION IN CANADA

An analysis of the development of universities and other postsecondary institutions in English- and French-speaking Canada since the seventeenth century, with particular reference to the period since 1920. Parallel developments in other English-speaking countries (the United States, the United Kingdom, Australia) will receive attention.

R. S. Harris, Regular Session
(1971-72 and alternate years)

1803 RECURRENT ISSUES IN HIGHER EDUCATION

An examination of recurring questions about higher education. Sample topics include: Who should receive higher education? Of what kinds? In what types of institutions? What should be studied? Who should teach? What is the role of research? How should institutions of higher education be governed? Financed? Related to government? How should they serve society?

J. B. Macdonald and *B. L. Hansen*,
Regular Session

1807 SYSTEMS OF HIGHER EDUCATION

Analysis of the structure of the educational systems in the Canadian

provinces, the United States, Britain, France, the U.S.S.R., and other countries, with attention to the ways in which provision is made for higher education. An attempt will be made to understand the roles of institutions of postsecondary education, and the differences in their nature and their place in the social organization of these societies. In essence, this will be a study of institutions of higher education as social institutions in different settings.

R. S. Harris, Regular Session

1808 THE IDEA OF THE UNIVERSITY

An examination of the evolution of the concept of higher education with particular reference to its emergence in the ancient world, its initial crystallization in Medieval Europe, the amendments developed during the Renaissance and the Enlightenment in Europe, and the redefinitions resulting from the introduction in the nineteenth and twentieth centuries of the functions of research and community service.

R. S. Harris, alternate years (not offered in 1971-72)

1852X INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

137 DEPARTMENT OF HIGHER EDUCATION

3852X INDIVIDUAL READING AND
RESEARCH IN HIGHER
EDUCATION: DOCTORAL LEVEL

Description as for 1852X, but at the
doctoral level.

1410X THE UNIVERSITY IN AMERICAN
SOCIETY: THE COLONIAL
PERIOD TO THE PRESENT

(See full course description, Depart-
ment of History and Philosophy of
Education, OISE, page 100.)

3704X SEMINAR: MATHEMATICAL
MODELS IN EDUCATIONAL
PLANNING

(See full course description, Depart-
ment of Educational Planning, OISE,
page 91.)

3950X RESEARCH SEMINAR IN THE
SOCIOLOGY OF HIGHER
EDUCATION

(See full course description, Depart-
ment of Sociology in Education, OISE,
page 121.)

Note: Though not cross-listed as
courses in Higher Education, others
offered by the Department of Educa-
tional Planning, OISE, and several of
those offered by the Department of
Adult Education, OISE, and the
Department of Sociology, University
of Toronto, are drawn particularly to
the attention of students of Higher
Education.

Academic Staff

(As of January 1, 1971)

ABBEY, DAVID S. <i>Adult Education</i> 29	BURRILL, DONALD F. <i>Measurement and Evaluation</i> 109
ALEXANDER, WILLIAM E. <i>Educational Planning</i> 87	BUTCHER, JOHN* <i>Special Education</i> 125
ALVI, SABIR A. <i>Measurement and Evaluation</i> 109	CAMPBELL, DOUGLAS C. <i>Curriculum</i> 63
ANDREWS, JOHN H. M. <i>Educational Administration</i> 77	CAPLAN, GERALD L. <i>History and Philosophy of Education</i> 97
AVITAL, SHMUEL M. <i>Measurement and Evaluation</i> 109	CARLOW, CHESTER D. <i>Curriculum</i> 63
BECK, CLIVE M. <i>History and Philosophy of Education</i> 97	CASEY, GERALD A. <i>Applied Psychology</i> 37
BECK, KENNETH N.* <i>Adult Education</i> 29	CHRISTENSEN, CLIFFORD M. <i>Applied Psychology</i> 37
BEREITER, CARL <i>Applied Psychology</i> 37	CHURCHILL, STACY <i>Computer Applications</i> 57
BHARGAVA, RAGHU P. <i>Measurement and Evaluation</i> 109	CISTONE, PETER J. <i>Educational Administration</i> 77
BREHAUT, WILLARD <i>History and Philosophy of Education</i> 97	CONNELLY, F. MICHAEL <i>Curriculum</i> 63
BRENT, EDMUND <i>Curriculum</i> 63	CRAWFORD, DOUGLAS G. <i>Computer Applications</i> 57
BRISON, DAVID W. <i>Applied Psychology</i> 37	CRITTENDEN, BRIAN S. <i>History and Philosophy of Education</i> 97
BROWN, ALAN F. <i>Educational Administration</i> 77	CROFT, JOHN C. <i>Educational Administration</i> 77
BRUNDAGE, DONALD H. <i>Adult Education</i> 29	DAY, HY I. <i>Applied Psychology</i> 37
BUCHANAN, BRUCE H. <i>Educational Administration</i> 77	DOCKRELL, W. BRYAN <i>Special Education</i> 125

140 ACADEMIC STAFF

- D'OYLEY, VINCENT R.
Measurement and Evaluation 109
- DRAPER, JAMES A.
Adult Education 29
- EFFRAT, ANDREW
Sociology in Education 117
- EISENBERG, JOHN A.
History and Philosophy of Education 97
- ELLIS, M. DORMER
Adult Education 29
- EVANS, GLEN T.
Applied Psychology 37
- EVEN, ALEX
Measurement and Evaluation 109
- FARRELL, JOSEPH P.
Educational Planning 87
- FINN, JEREMY D.
Measurement and Evaluation 109
- FLAHERTY, M. JOSEPHINE
Adult Education 29
- FLEMING, W. GERALD
Measurement and Evaluation 109
- FLOWER, GEORGE E.
Educational Administration 77
- FOTHERINGHAM, JOHN B.
Special Education 125
- FOWLER, WILLIAM
Applied Psychology 37
- FULLAN, MICHAEL
Sociology in Education 117
- GAMLIN, PETER
Applied Psychology 37
- GARRY, RALPH
Curriculum 63
- GRAHAM, DONALD M.*
Educational Administration 77
- GREENFIELD, T. BARR
Educational Administration 77
- GRIFFIN, VIRGINIA R.
Adult Education 29
- HAMBLETON, DONALD C.*
Curriculum 64
- HANDA, MADAN L.
Educational Planning 87
- HANSEN, BERTRAND L.
Higher Education 135
- HARMAN, WILLIAM G.
Educational Planning 87
- HARRIS, ROBERT C.
Applied Psychology 37
- HARRIS, ROBIN S.
Higher Education 135
- HARVEY, EDWARD B.
Sociology in Education 117
- HENDERSON, S. B. KENT
Applied Psychology 37
- HENDRA, F. STANLEY*
Applied Psychology 38
- HERBERT, JOHN
Curriculum 63
- HICKCOX, EDWARD S.
Educational Administration 77
- HIGH, NORMAN H.
Adult Education 29
- HOCKLEY, JAMES S.
History and Philosophy of Education 97
- HOLLAND, JOHN W.
Educational Planning 87
- HOPWOOD, ERIC W.
Special Education 125
- HORN, DOROTHY M.
Measurement and Evaluation 109

141 ACADEMIC STAFF

- HOUSE, JOHN H.
Educational Administration 77
- HUFF, ELMER E.*
Applied Psychology 38
- HUMPHREYS, EDWARD H.
Educational Planning 87
- HUNT, DAVID
Applied Psychology 37
- HUSTON, HAROLD W.
Adult Education 29
- IANNACONE, LAURENCE
Educational Administration 77
- JACKSON, ROBERT W. B.
Computer Applications 57
- KATZ, JOHN S.
Curriculum 63
- KATZ, MICHAEL B.
History and Philosophy of Education 97
- KEILLOR, DONALD*
Special Education 125
- KELLER, DONALD M.
Measurement and Evaluation 109
- KHAN, SAR B.
Measurement and Evaluation 109
- KIDD, J. ROBY
Adult Education 29
- KUSYSZYN, IGOR*
Measurement and Evaluation 109
- LAWTON, STEPHEN B.
Educational Administration 77
- LAXER, ROBERT M.
Applied Psychology 37
- LAZAR, LEO*
Special Education 125
- LEITHWOOD, KENNETH
Curriculum 63
- LEVIN, MALCOLM A.
Educational Administration 77
- LEVINE, DONALD M.
Educational Administration 77
- LINTON, THOMAS E.
Special Education 125
- LIVINGSTONE, DAVID
Sociology in Education 117
- LOUBSER, JAN J.
Sociology in Education 117
- MACDONALD, JOHN B.
Higher Education 135
- MACDONALD, MAIRI*
Applied Psychology 38
- MACLEOD, BETTY B.
Educational Planning 87
- MCDIARMID, GARNET L.
Curriculum 63
- MCDONALD, RODERICK P.
Measurement and Evaluation 109
- MCINNES, JOHN A.
Curriculum 63
- MCLAUGHLIN, G. HARRY
Computer Applications 57
- MCLEAN, LESLIE D.
Computer Applications 57
- MCLEAN, ROBERT S.
Computer Applications 57
- MAIDMAN, FRANK V.
Sociology in Education 117
- MARCUS, ALAN M.
Applied Psychology 37
- MIEZITIS, SOLVEIGA
Applied Psychology 37
- MILBURN, GEOFFREY*
Curriculum 64
- MUSELLA, DONALD F.
Educational Administration 77

- MYERS, DOUGLAS
History and Philosophy of Education 97
- NARROL, HARVEY G.
Applied Psychology 37
- NICHOLAS, JOHN R.
Applied Psychology 37
- NISHISATO, SHIZUHIKO
Measurement and Evaluation 109
- NOLLE, DAVID B.
Sociology in Education 117
- O'BRYAN, KENNETH G.
Applied Psychology 37
- OLIVIER, WILLIAM P.
Computer Applications 57
- OLSEN, E. CHRISTOPHER
History and Philosophy of Education 97
- OLSON, DAVID R.
Applied Psychology 37
- PADRO, SUSAN,
Educational Planning 87
- PASS, LARRY E.
Applied Psychology 37
- PITT, CLIFFORD C.
Applied Psychology 37
- PRESTON, JOAN
Measurement and Evaluation 109
- PRUETER, KENNETH F.
Curriculum 63
- QUAZI, SAEED*
Educational Planning 87
- RAGSDALE, RONALD G.
Computer Applications 57
- RAINSBERRY, FREDERICK B.
Curriculum 63
- RAWSON, HILDRED
Curriculum 63
- REGAN, ELLEN M.
Curriculum 63
- RIDEOUT, E. BROCK
Educational Administration 77
- RIDGE, F. GERALD*
Educational Planning 87
- ROBBINS, MELVYN P.
Educational Administration 77
- ROBERTS, DOUGLAS A.
Curriculum 63
- ROBINSON, FLOYD G.
Curriculum 63
- ROSEN, EDWARD J.*
Special Education 125
- ROTHMAN, ARTHUR I.*
Measurement and Evaluation 109
- RUSSELL, HOWARD H.
Curriculum 63
- RYAN, DORIS W.
Educational Administration 77
- SCOTT, J. GLENN
Educational Administration 77
- SELINGER, ALPHONSE D.
Educational Administration 77
- SETHNA, RUSTUM J.*
Measurement and Evaluation 109
- SHAW, BLAIR W.
Applied Psychology 37
- SHEFFIELD, EDWARD F.
Higher Education 135
- SHIPE, DOROTHY
Special Education 125
- SILVER, HARVEY A.*
Adult Education 29
- SILVERMAN, HARRY
Special Education 125
- SIMON, ROGER I.
Educational Administration 77

- SINCLAIR, BRUCE*
Applied Psychology 38
- SKOLNIK, MICHAEL L.
Educational Planning 87
- SMITH, FRANK
Curriculum 63
- SOMWARU, JWALLA P.*
Measurement and Evaluation 109
- SPADY, WILLIAM G.
Sociology in Education 117
- STERN, HANS H.
Curriculum 63
- STINSON, ROBERT H.
Curriculum 63
- SULLIVAN, EDMUND V.
Applied Psychology 37
- THOMAS, ALAN M.*
Adult Education 29
- TOUGH, ALLEN M.
Adult Education 29
- TRACZ, GEORGE S.
Educational Planning 87
- TRAUB, ROSS E.
Measurement and Evaluation 109
- TRIEGER, SEYMOUR*
Curriculum 64
- TUCK, JAMES A.*
Special Education 125
- WAHLSTROM, MERLIN W.
Measurement and Evaluation 109
- WATSON, CICELY
Educational Planning 87
- WEES, WILFRED
Curriculum 63
- WEININGER, OTTO
Applied Psychology 38
- WEISER, JOHN C.
Applied Psychology 37
- WEISS, JOEL
Curriculum 63
- WELLMER, ALBRECHT
History and Philosophy of Education 97
- WIGNEY, TREVOR J.
History and Philosophy of Education 97
- WILES, DAVID K.
Educational Administration 77
- WILLIAMS, THOMAS R.
Educational Administration 77
- WILSON, DAVID N.
Educational Planning 87
- WOLFGANG, AARON
Applied Psychology 38
- WRIGHT, OUIDA M.*
Measurement and Evaluation 110
-
- * Associated Instructor

General Index

- ACADEMIC CALENDAR vii-x
ACADEMIC STAFF 139-143
ACCOMMODATION 16-17
ADMINISTRATION; *see*
EDUCATIONAL ADMINISTRATION
ADMINISTRATIVE OFFICERS xiii-xiv
ADMISSION, APPLICATION FOR
After-hours Classes 5-6
M.A. and Ph.D. Candidates 3-5
M.Ed. Candidates 5-6
Summer Session 5
ADMISSION REQUIREMENTS,
GENERAL 19-25
ADMISSION REQUIREMENTS,
DEPARTMENTAL; *see*
DEPARTMENTAL ADMISSION
REQUIREMENTS
ADULT EDUCATION, DEPARTMENT OF
Courses 31-34
M.A. 30
M.Ed. 30
M.Ed. with specialization in *Adult
Education and Counseling* 30
Ph.D. 31
Programs 29-30
Staff 29
ADVANCE READING, SUMMER
SESSION 5
AFTER-HOURS CLASSES, REGULAR
SESSION 6
APPLICATION FOR ADMISSION; *see*
ADMISSION, APPLICATION FOR
APPLIED PSYCHOLOGY, DEPARTMENT OF
Courses 45-53
M.Ed. for *Special Purposes* 45
Occasional Students 45
Programs 38-45
Staff 37-38
EDUCATIONAL PSYCHOLOGY:
M.A. (*Educational Psychology
Option*) 38
Ph.D. (*Educational Psychology
Option*) 38-39
GUIDANCE AND COUNSELING:
M.Ed. with specialization in *Adult
Education and Counseling* 41
M.Ed. with specialization in
Guidance and Counseling 39-40
Ph.D. (*Counseling Psychology
Option*) 41-42
SCHOOL PSYCHOLOGY:
M.A. (*School Consultant
Option*) 42-44
Ph.D. (*School Psychology
Option*) 44-45
ASSIGNMENTS, TERM 9
ASSOCIATED INSTRUCTORS; *see*
ACADEMIC STAFF
AUDIOVISUAL EQUIPMENT 14
AWARDS 12-14
BOARD OF GOVERNORS xi
CAREER COUNSELLING AND PLACEMENT
CENTRE 15
CLINIC, EDUCATIONAL 15
COMPUTER APPLICATIONS,
DEPARTMENT OF
Courses 58-60
M.A. 57
M.Ed. 57
Ph.D. 57
Programs 57-58
Staff 57
COMPUTER FACILITIES 15
CONSULTANT, SCHOOL; *see* APPLIED
PSYCHOLOGY
COUNSELING; *see* ADULT EDUCATION
and APPLIED PSYCHOLOGY

COURSE DESCRIPTIONS, BY
DEPARTMENTS

- Adult Education 31-34
- Applied Psychology 45-53
- Computer Applications 58-60
- Curriculum 66-73
- Educational Administration 80-84
- Educational Planning 89-93
- Higher Education 136-137
- History and Philosophy of
Education 99-106
- Measurement and
Evaluation 110-114
- Sociology in Education 117-121
- Special Education 128-131

CURRICULUM, DEPARTMENT OF

- Courses 66-73
- M.A.* 65
- M.Ed.* 64-65
- Ph.D.* 65-66
- Programs 64-66
- Staff 63-64

DEADLINES FOR APPLICATION FOR
ADMISSION 4-5DEADLINES, MISCELLANEOUS; *see*
ACADEMIC CALENDAR

DEGREES, GENERAL REQUIREMENTS

- Ed.D.* 25
- M.A.* 22-23
- M.Ed.* 20-21
- M.Ed. for Special Purposes* 21-22
- Ph.D.* 23-25
- Phil.M.* 23

DEPARTMENTAL ADMISSION

REQUIREMENTS AND PROGRAMS

- Adult Education 29-31
- Applied Psychology 38-45
- Computer Applications 57-58
- Curriculum 64-66
- Educational Administration 77-80
- Educational Planning 87-88
- Higher Education 135
- History and Philosophy of
Education 97-99

- Measurement and Evaluation 110
- Sociology in Education 117
- Special Education 125-128

DISCONTINUED DEGREES AND
PROGRAMS 6

DOCTOR OF EDUCATION 25

DOCTOR OF PHILOSOPHY 23-25

EDITORIAL DIVISION 15

EDUCATIONAL ADMINISTRATION,

DEPARTMENT OF

Courses 80-83

M.A. 79*M.Ed.* 78-79*Ph.D.* 79-80

Programs 77-80

Staff 77

EDUCATIONAL CLINIC 15

EDUCATIONAL PLANNING, DEPARTMENT
OF

Courses 89-93

M.A. 88*M.Ed.* 87-88*Ph.D.* 88

Programs 87-88

Staff 87

EDUCATIONAL PSYCHOLOGY; *see*
APPLIED PSYCHOLOGY

ENGLISH LANGUAGE TESTS 6-7

EXAMINATIONS AND GRADES 8-9

FACULTY 139-143

FEES 10-12

Dual Registration Fee for *M.A.* and
Ph.D. Candidates 10-11

Full-time Students:

M.A., *Ph.D.*, and *Ed.D.*

Students 10-11

M.Ed. Students 10

Late Payment Fee 11

Part-time Students:

After-hours 11

Daytime 11

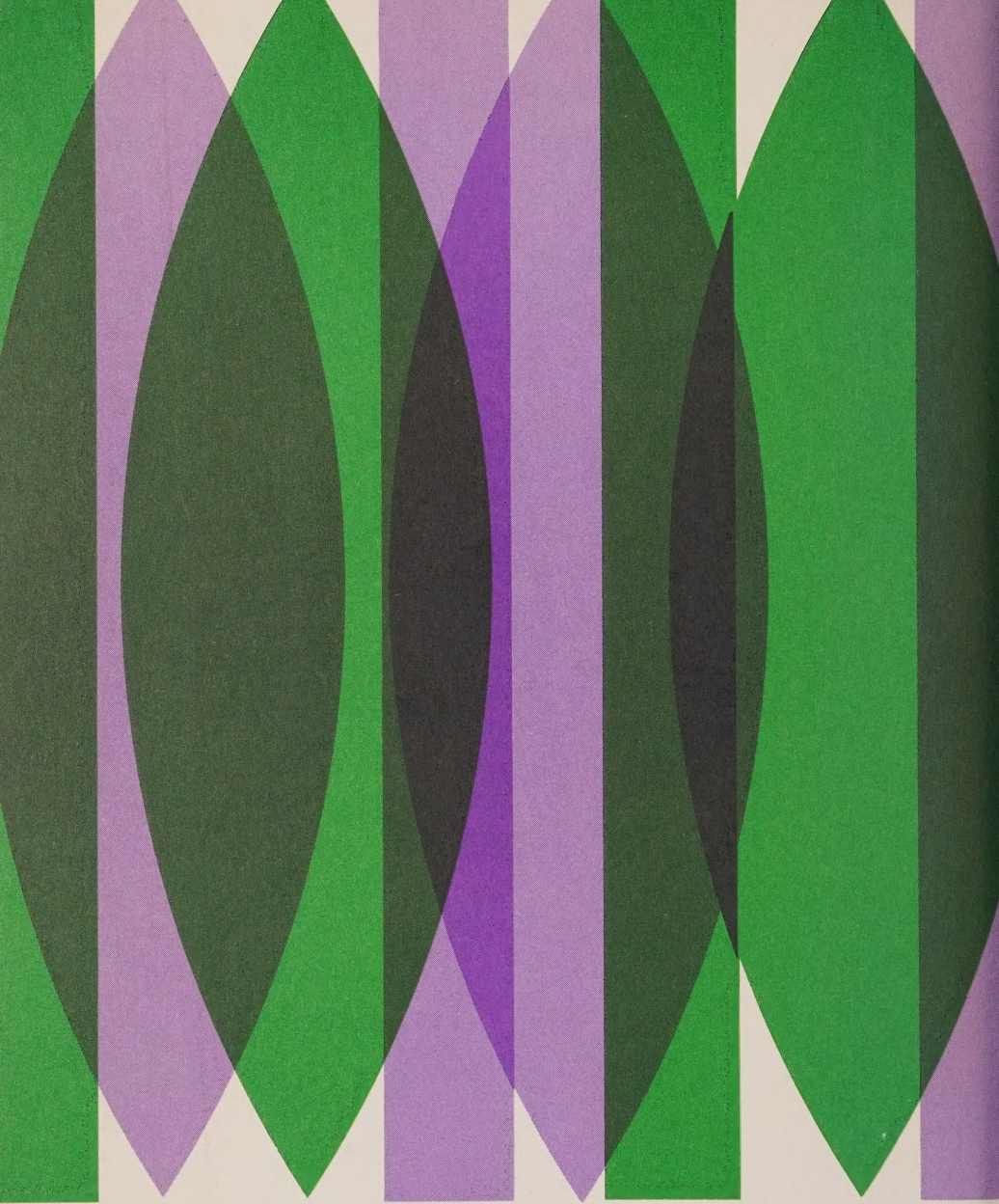
Reregistration Fee for *M.A.* and
Ph.D. Candidates 11

147 GENERAL INDEX

- Staff Exemption 11-12
- Summer Session Students 11
- FELLOWSHIPS 12-14
- FINANCIAL AWARDS 12-14
- FOREIGN STUDENTS 18
- GENERAL INFORMATION 3-18
- GOVERNORS, BOARD OF xi
- GRADES 8-9
- GRADUATE RECORD EXAMINATIONS 8
- GRADUATE STUDENTS' ASSOCIATION 18
- GUIDANCE AND COUNSELING; *see*
 - APPLIED PSYCHOLOGY
- HEALTH SERVICE 16
- HIGHER EDUCATION
 - Courses 136-137
 - Programs 135
 - Staff 135
- HISTORY AND PHILOSOPHY OF
 - EDUCATION, DEPARTMENT OF
 - Programs 97-99
 - Staff 97
 - Courses 99-106
 - M.A. with specialization in either History or Philosophy of Education* 98-99
 - M.Ed. with specialization in either History or Philosophy of Education* 98
 - Ph.D. with specialization in either History or Philosophy of Education* 99
- INQUIRIES, GENERAL 3
- INTERNATIONAL STUDENTS 18
- LIBRARY 14
- LIVING ACCOMMODATION 16-17
- MASTER OF ARTS 22-23
- MASTER OF EDUCATION 20-22
- MASTER OF PHILOSOPHY 23
- MEASUREMENT AND EVALUATION,
 - DEPARTMENT OF
 - Courses 110-114
 - M.A.* 110
 - M.Ed.* 110
 - Ph.D.* 110
 - Programs 110
 - Staff 109
- MEDICAL SERVICES 16
- MILLER ANALOGIES TEST 7
- MODERN LANGUAGE CENTER 66
- NON-CREDIT SEMINARS AND CONFERENCES 6
- ONTARIO INSTITUTE FOR STUDIES IN
 - EDUCATION, THE 1
- OVERSEAS STUDENTS 18
- PHILOSOPHY OF EDUCATION; *see*
 - HISTORY AND PHILOSOPHY OF EDUCATION
- PLANNING; *see* EDUCATIONAL PLANNING
- PREPARATORY READING, SUMMER SESSION 5
- PSYCHOLOGY; *see* APPLIED PSYCHOLOGY
- REGISTRATION 5
- RESIDENCE FACILITIES 17
- SCHOLARSHIPS 12-14
- SCHOOL CONSULTANT; *see* APPLIED PSYCHOLOGY
- SCHOOL PSYCHOLOGY; *see* APPLIED PSYCHOLOGY
- SOCIOLOGY IN EDUCATION,
 - DEPARTMENT OF
 - Courses 117-121
 - Programs 117
 - Staff 117
- SPECIAL EDUCATION, DEPARTMENT OF
 - Courses 128-131
 - M.A.* 127
 - M.Ed.* 126-127
 - Occasional Students 128
 - Ph.D.* 127-128
 - Programs 125-128
 - Staff 125
- STAFF, ACADEMIC 139-143
- STUDENT FINANCIAL AWARDS 12-14
- SUMMER SESSION 5
- TERM ASSIGNMENTS 9
- TUITION FEES; *see* FEES

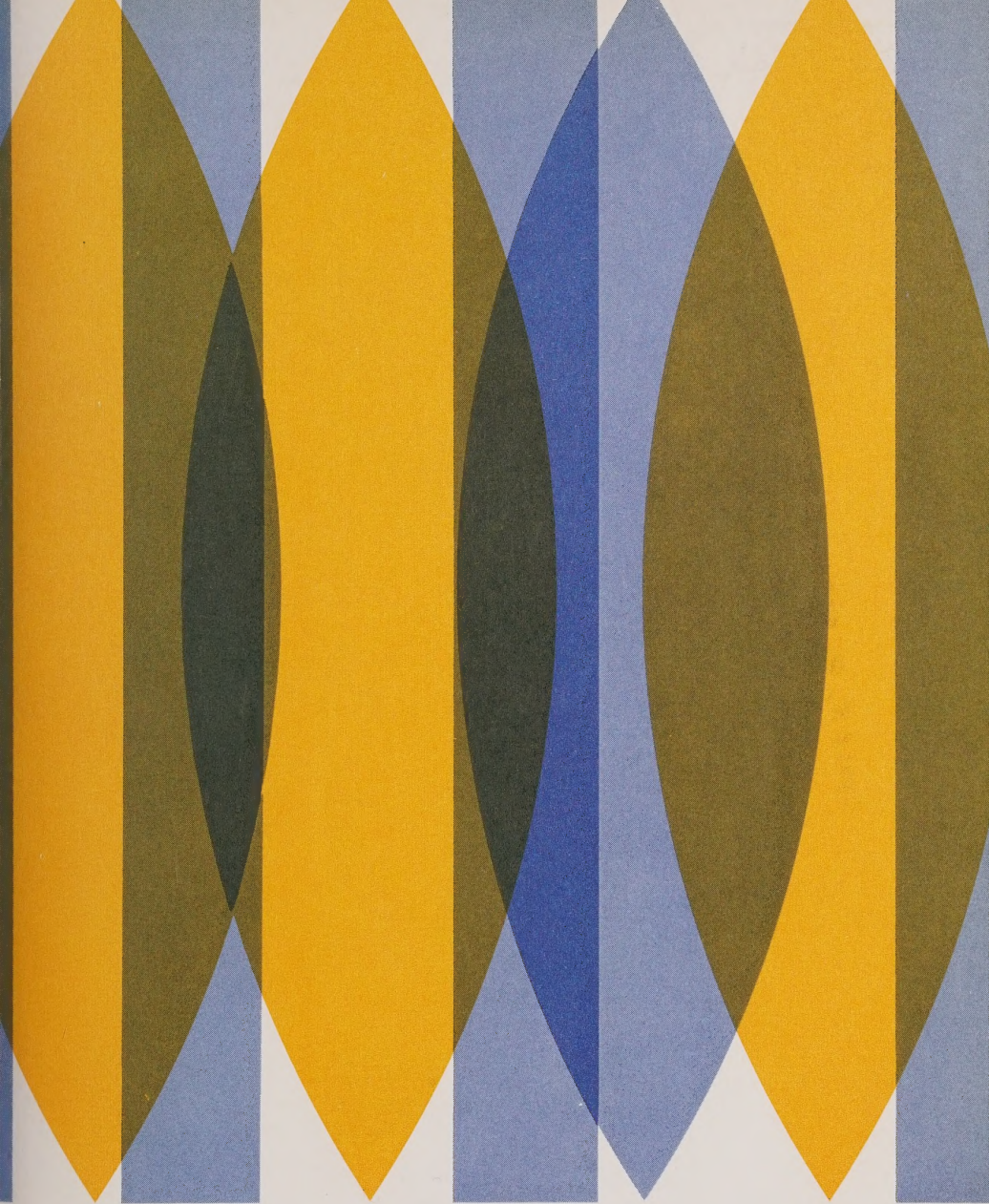
Printed in Canada by Macdonald-Downie Limited

Photography by W. J. Blackhall, 27, 55, 75, 123, 133.
By Ontario Science Centre, 35. By Kathryne Cole, 61.
By Skid Crease, 85. By Hugh Oliver, 95, 115.
By John Webster, 107.



Departments' floor locations

Adult Education, 7
Applied Psychology, 9
Computer Applications, 3
Curriculum, 10
Educational Administration, 7
Educational Planning, 6
History and Philosophy of Education
Measurement and Evaluation, 8
Sociology in Education, 6
Special Education, 4



OISE Bulletin 1972/73

**Graduate Degrees in Education
University of Toronto / The Ontario
Institute for Studies in Education**

OISE Bulletin 1972/73

Graduate Degrees in Education
University of Toronto/The Ontario
Institute for Studies in Education

Please address inquiries concerning
graduate studies in education to:

Coordinator of Graduate Studies,
The Ontario Institute for Studies
in Education,
252 Bloor Street West,
Toronto 181, Ontario,
Canada.

Cable address: OISETOR.

The student should bring this Bulletin
when he registers. No assurance can
be given that additional copies will be
provided at that time.

The Bulletin of the Institute is
published some months before the
opening of the session. Staff, courses,
regulations, dates, and fees are
expected to be as announced, but the
Institute reserves the right to make
changes.

Contents

Academic Calendar: 1972/73	vii
Board of Governors	xi
Administrative Officers	xiii
The Ontario Institute for Studies in Education	1

GENERAL INFORMATION

Application for Admission	3
Registration	5
Study in Summer Session	5
After-hours Classes in Regular Session	6
Non-Credit Seminars and Conferences	6
Status of Students Enrolled under Earlier Regulations	6
Facility in the English Language	7
The Miller Analogies Test	7
The Graduate Record Examinations	8
Examinations and Grades	8
Term Assignments	9
Transcripts	10
Fees	10
Student Financial Awards	12
Library	14
Audiovisual Equipment	14
Educational Clinic	14
Computer Facilities	14
Editorial Division	15
The Career Counselling and Placement Centre	15
Living Accommodation	15
Health Service	16
Overseas Students	16
Graduate Students' Association	18

GENERAL REQUIREMENTS FOR DEGREES

Courses of Instruction	19
Interdepartmental and Special Purpose Programs in Educational Theory	20
Master of Education	20
Master of Education for Special Purposes	21
Master of Arts	22
Master of Philosophy	23
Doctor of Philosophy	23
Doctor of Education	25
Definition of Full-time Study	26

DEPARTMENTS

STAFF, PROGRAMS OF SPECIALIZATION, COURSES

Adult Education	29
Applied Psychology	39
Computer Applications	59
Curriculum	65
Educational Administration	81
Educational Planning	93
History and Philosophy of Education	105
Measurement and Evaluation	119
Sociology in Education	129
Special Education	139
Higher Education	149

INDEXES

Academic Staff	153
General Index	159

1972

JANUARY							FEBRUARY							MARCH							APRIL						
Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	
						1			1	2	3	4	5				1	2	3	4							
2	3	4	5	6	7	8	6	7	8	9	10	11	12	5	6	7	8	9	10	11	2	3	4	5	6	7	
9	10	11	12	13	14	15	13	14	15	16	17	18	19	12	13	14	15	16	17	18	9	10	11	12	13	14	
16	17	18	19	20	21	22	20	21	22	23	24	25	26	19	20	21	22	23	24	25	16	17	18	19	20	21	
23	24	25	26	27	28	29	27	28	29					26	27	28	29	30	31		23	24	25	26	27	28	
30	31																				30						
MAY							JUNE							JULY							AUGUST						
Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	
	1	2	3	4	5	6					1	2	3							1			1	2	3	4	
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30	31		
														30	31												
SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	
						1	1	2	3	4	5	6	7				1	2	3	4						1	
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30			24	25	26	27	28	29	
																					31						

1973

JANUARY							FEBRUARY							MARCH							APRIL						
Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	
	1	2	3	4	5	6					1	2	3							1	2	3	4	5	6		
7	8	9	10	11	12	13	4	5	6	7	8	9	10	4	5	6	7	8	9	10	8	9	10	11	12	13	
14	15	16	17	18	19	20	11	12	13	14	15	16	17	11	12	13	14	15	16	17	15	16	17	18	19	20	
21	22	23	24	25	26	27	18	19	20	21	22	23	24	18	19	20	21	22	23	24	22	23	24	25	26	27	
28	29	30	31				25	26	27	28				25	26	27	28	29	30	31	29	30					
MAY							JUNE							JULY							AUGUST						
Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	
			1	2	3	4						1	2							1	2	3	4	5	6		
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31	
SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	
						1			1	2	3	4	5	6						1	2	3	4	5	6	7	
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	
30																					30	31					

Academic Calendar

1972			name of the supervisor (see also October 31)
February 1	Final date for submitting applications for Student Financial Awards	April 3	Easter Monday (offices closed, classes canceled)
February 15	Application for Admission forms for the Summer Session available from this date onward	April 14	Last day of lectures, Regular Session
March 15	Final date for receiving Application for Admission forms for the 1972 Summer Session and for the 1972/73 Regular Session (full-time students only) <i>Note: Applicants for the Regular Session are urged to submit applications by February 1, the date for receipt of Student Financial Award applications, as a considerable number of student places will have been taken with the disposition of these awards.</i>	April 17-21	Examinations, Regular Session
		May 5*	Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Spring Convocation
		May 8†	Final date for Senate oral examinations for Ph.D. degrees to be conferred at Spring Convocation
		May 22	Victoria Day (offices closed)
		May 30- June 15	Spring Convocation
		May 31	Final date for receipt of Tentative Program of Study forms in the Office of the Coordinator of Graduate Studies
March 31	Good Friday (offices closed, classes canceled)	June 10	Final date for receiving Application for Admission forms for the 1972/73 Regular Session (part-time students only); this applies to courses for both the first and second half-years of
April 1*	Final date for Ph.D. candidates in the penultimate year of residence to submit the field of research and the		

	the 1972/73 Regular Session. Maximum enrollment may be reached in some classes before this date		1:30 p.m. to 4:00 p.m. (part-time students only)
July 1	Official commencement of the University year	September 24	Fees: any student registered in the Regular Session whose fees are not received at the Comptroller's Office by this date must pay a late payment fee of \$10, plus \$1 per day of delay beyond that to a maximum of \$20
July 3	Holiday for Dominion Day (offices closed)		
July 4	Summer Session Registration, 9:30 a.m. to 12:00 p.m. and 1:30 p.m. to 4:00 p.m.	September 25	Lectures begin
July 5	First day of lectures, Summer Session	October 9	Thanksgiving Day (offices closed, classes canceled)
July 7	Fees: if Summer Session fees remain unpaid by this date, a late payment fee of \$10, plus \$1 per day of delay beyond that to a maximum of \$20, will be charged	October 20	Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Fall Convocation
August 7	Civic Holiday (offices closed, classes canceled)	October 27	Final date for Ph.D. candidates in the ultimate year of required residence to submit thesis topics
August 11	Last day of lectures, Summer Session	October 27	Final date for Senate oral examinations for Ph.D. degrees to be conferred at Fall Convocation
August 14, 15	Examinations, Summer Session		
September 4	Labour Day (offices closed)	November	Fall Convocation (to be announced)
September 19	Regular Session Registration, 10:00 a.m. (full-time students only)	November 1	Fees: if fees for the Regular Session remain unpaid as of this date, the student will be considered as having withdrawn
September 23	Regular Session Registration, 9:30 a.m. to 12:00 p.m. and		

December 15	Last day of lectures before Christmas		degrees to be conferred at February meeting of Senate
1973		February 1	Final date for submitting applications for Student Financial Awards
January 2	Lectures resume		
January 10	Last day of lectures of first half-year courses	February 15	Application for Admission forms for the Summer Session available from this date onward
January 11, 12	Examinations in courses completed in the first half-year of the Regular Session		
January 15	Final installment of M.A. and Ph.D. fees (without further notice)	March 15	Final date for receiving Application for Admission forms for the 1973 Summer Session and for the 1973/74 Regular Session (full-time students only)
January 15	Courses for the second half-year of the Regular Session begin		<i>Note:</i> Applicants for the Regular Session are urged to submit applications by February 1, the date for receipt of Student Financial Awards applications, as a considerable number of student places will have been taken with the disposition of these awards.
January 31*	Final date for students who hold dual registration as candidates for both master's (except Phil.M.) and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year†		
January 31*	Final date for reclassification of Special Students to degree candidacy	April 1*	Final date for Ph.D. candidates in the penultimate year of residence to submit the field of research and the name of the supervisor (see also October 31)
January 31*	Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded by the Senate in February	April 13	Last day of lectures, Regular Session
January 31*	Final date for Senate oral examinations for Ph.D.	April 16-19	Examinations, Regular Session

April 20	Good Friday (offices closed, classes canceled)	1973/74 Regular Session (part-time students only); this applies to courses for both the first and second half-years of the 1973/74 Regular Session. Maximum enrollment may be reached in some classes before this date.
April 23	Easter Monday (offices closed, classes canceled)	
May 4*	Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Spring Convocation	
May 8†	Final date for Senate oral examinations for Ph.D. degrees to be conferred at Spring Convocation	* This is the School of Graduate Studies' final date. The information must be submitted to the Coordinator of Graduate Studies, OISE, at least one week before this date in order to allow for processing and forwarding to the School of Graduate Studies.
May 21	Victoria Day (offices closed)	
May 30- June 15	Spring Convocation	† Arrangements must be made through the Coordinator of Graduate Studies, OISE, at least six weeks before this date.
May 31	Final date for receipt of Tentative Program of Study forms in the Office of the Coordinator of Graduate Studies	‡ A Ph.D. candidate may be permitted to complete the M.A. degree later than mid-October only under exceptional circumstances, and then only by prior agreement at the time of the candidate's acceptance.
June 10	Final date for receiving Application for Admission forms for the	

The Board of Governors

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

(As of January 1, 1972)

Chairman:

H. PULLEN, *B.A., B.Paed., Ed.D.,
F.C.I.S., F.C.C.T.*

Vice-Chairman:

VERNON READY, *B.A.*

Members:

Representatives of Teacher-Training Institutions:

D. F. DADSON, *B.A., B.Ed.*
Dean of the College of Education,
University of Toronto

VERNON READY, *B.A.*
Dean of McArthur College, Queen's
University

E. STABLER, *M.A., Ed.D.*
Dean of Althouse College of Education,
University of Western Ontario

Representatives of the University of Toronto:

A. C. H. HALLETT, *B.A., Ph.D.*
Principal, University College

W. H. RAPSON, *M.A., F.R.S.C.*
Professor of Chemical Engineering

Representatives of Other Ontario Universities:

S. EISEN, *B.A., Ph.D.*
Chairman, Department of History,
York University

W. S. TURNER, *B.A., LL.D.*

Assistant to the Vice-President
(Academic) and Provost, University
of Western Ontario

Representatives of the Ontario Department of Education:

J. K. CROSSLEY, *B.A., M.Ed.*
Director of Curriculum

J. BASCOM ST. JOHN, *D.Litt.*
Chairman, Policy Development
Council

G. H. WALDRUM, *B.A., M.Ed.*
Director, Supervision Branch

G. L. WOODRUFF, *B.A., B.Paed.*
Director, Teacher Education Branch

Representatives of the Ontario Teachers' Federation:

REV. J. H. CONWAY, *O.M.I., M.A.,
F.O.T.F.*
Superior, Holy Rosary Scholasticate,
Ottawa

MARC-YVAIN GIROUX, *B.A., M.Ed.*
Principal, Princess Elizabeth Public
School, Welland

NORA HODGINS, *B.A., F.O.T.F.*
Secretary-Treasurer, Ontario Teachers'
Federation

FLORENCE IRVINE, *B.A., M.Ed., F.O.T.F.*
Vice-Principal, Highview Elementary
School, Hamilton

D. G. KILMER, *B.Comm., B.A.*
Principal, North Park Collegiate and
Vocational School, Brantford

H. R. WILSON, *B.A., B.Paed.*

Administrative Coordinator,
Qualifications Evaluation Council
of Ontario

Representatives of the Ontario School
Trustees' Council:

T. H. EVANS, *M.Sc., Ph.D., F.C.I.C.*

Wellington County Board of Education

J. W. FYFE, *M.D.*

Sudbury Roman Catholic Separate
School Board

T. G. WHITE, *D.D.S.*

Sault Ste. Marie Board of Education

Representatives from the Ontario
Association of Education Officials:

A. CUMMINS, *B.A., M.Ed.*

Superintendent of Academic Affairs,
Peel County Board of Education

R. H. FIELD, *B.A., M.Ed.*

Superintendent of Curriculum and
Professional Development, Windsor
Board of Education

J. W. SINGLETON, *B.A., B.Ed.*

Director of Education, Halton County
Board of Education

Residents of Ontario:

W. S. F. ELLIS, *LL.B.*

Lawyer, St. Catharines

ELISE GROSSBERG, *M.A.*

Private Citizen, Toronto

H. PULLEN, *B.A., B.Paed, Ed.D.,
F.C.I.S., F.C.C.T.*

Professor of Education, University
of Ottawa

S. W. SCHATZ, *B.A., M.D., B.Sc. (Med.),
F.R.C.S.(C), F.A.C.S.*

Neurosurgeon, Toronto

J. R. W. WHITEHOUSE, *M.A., M.Ed.*

Director, School of Labour Studies
and Industrial Relations, Niagara
College of Applied Arts and
Technology, Welland

Institute Staff:

J. H. M. ANDREWS, *M.A., Ph.D.*

Assistant Director

G. E. FLOWER, *M.A., Ed.D., F.C.C.T.*

Coordinator of Graduate Studies and
Chairman, University of Toronto
Graduate Department of Educational
Theory

R. W. B. JACKSON, *B.A., Ph.D., LL.D.,
F.R.S.S., F.C.P.*

Director

L. D. MCLEAN, *B.S., M.S., M.Sc., Ph.D.*

Chairman, Department of Computer
Applications

K. F. PRUETER, *B.A., B.Paed., Ed.D.*

Coordinator of Field Development

Administrative Officers

THE UNIVERSITY OF TORONTO

- JOHN R. EVANS, *M.D., D.Phil.,
F.R.C.P.(C)*
President (as of July 1, 1972)
- JOHN H. SWORD, *M.A.*
Acting President (until June 30, 1972)
- DONALD F. FORSTER, *M.A.*
Acting Executive Vice-President
(Academic) and Provost
- ROBIN ROSS, *M.B.E., M.A.*
Vice-President and Registrar
- ROBERT H. BLACKBURN, *M.S., LL.D.*
Chief Librarian

SCHOOL OF GRADUATE STUDIES THE UNIVERSITY OF TORONTO

- A. EDWARD SAFARIAN, *Ph.D.*
Graduate Dean
- JOHN A. SAWYER, *Ph.D.*
Associate Dean, Division II
(including Educational Theory)
- JEAN E. GORDON, *B.A.*
Secretary

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

- ROBERT W. B. JACKSON, *Ph.D., LL.D.,
F.R.S.S., F.C.P.*
Director
- JOHN H. M. ANDREWS, *Ph.D.*
Assistant Director

OFFICE OF THE COORDINATOR OF GRADUATE STUDIES

- GEORGE E. FLOWER, *Ed.D., F.C.C.T.*
Coordinator of Graduate Studies
and Chairman, University of Toronto
Graduate Department of Educational
Theory
- CLIFFORD C. PITT, *Ph.D.*
Assistant Coordinator of Graduate
Studies
- J. GLENN SCOTT, *Ed.D.*
Associate Professor
- W. G. FLEMING, *Ed.D.*
Professor
- SABIR A. ALVI, *Ph.D.*
Associate Professor
- DONALD H. BRUNDAGE, *Ed.D.*
Assistant Professor
- MARGARET HAMBLY, *B.A.*
Administrative Assistant
- PATRICIA A. BUITENHUIS
Administrative Assistant

OTHER ADMINISTRATIVE OFFICERS OF THE
INSTITUTE

- KENNETH F. PRUETER, *Ed.D.*
Coordinator of Field Development
- DAVID W. BRISON, *Ed.D.*
Coordinator of Research and
Development Studies
- ALAN F. BROWN, *Ph.D.*
Academic Services Officer
-

Department Chairmen

- ALAN M. THOMAS, *Ph.D.*
Adult Education
- JOHN C. WEISER, *Ed.D.*
Applied Psychology
- LESLIE D. MCLEAN, *Ph.D.*
Computer Applications
- RALPH GARRY, *Ph.D.*
Curriculum
- ROBIN H. FARQUHAR, *Ph.D.*
Educational Administration
- VINCENT R. D'OYLEY, *Ed.D.*
Educational Planning
- TREVOR J. WIGNEY, *Ed.M.*
History and Philosophy of Education
- VINCENT R. D'OYLEY, *Ed.D.*
Measurement and Evaluation
- EDWARD B. HARVEY, *Ph.D.*
Sociology in Education (Interim)
- HARRY SILVERMAN, *Ph.D.*
Special Education

Division Heads

- JOHN R. MAIN, *B.Ed.*
Head, Editorial
- GRIFFITH A. V. MORGAN, *Ph.D.*
Director, Educational Clinic
- ALAN G. MARTIN, *C.A.*
Superintendent, Finance
- BARRY L. BROOKS, *M.B.A.*
Superintendent, Internal Services
- SHIRLEY K. WIGMORE, *M.L.S.*
Chief Librarian
-

Field Development Centre Heads

- FLOYD G. ROBINSON, *Ph.D.*
OISE Niagara Centre
- HOWARD H. RUSSELL, *Ed.D.*
OISE Trent Valley Centre
- ROBERT H. STINSON, *Ph.D.*
OISE Western Ontario Centre
- ROBERT C. HARRIS, *Ed.D.*
OISE Northwestern Centre
- TASSO CHRISTIE, *Ph.D.*
OISE Midnorthern Centre
- KENNETH G. O'BRYAN, *Ph.D.*
OISE Ottawa Valley Centre
- WILFRED R. WEES, *Ph.D.* (Acting Head)
OISE Midwestern Centre

Note:

Members of the academic staff as of January 1, 1972, are listed at the beginning of each departmental section, with their research interests, and on page 153 ff.

The Ontario Institute for Studies in Education

The Ontario Institute for Studies in Education is a relative newcomer to the educational scene. It was established in July 1965, by an Act of the Ontario Legislature, and is under an independent Board of Governors. Through statutory Agreement of Affiliation with the University of Toronto, it combines graduate education in Educational Theory, in the form of the Department of Educational Theory in the University's School of Graduate Studies, with functions as a research and development institute devoted to the scientific study of the theory and practice of education. Students are University of Toronto graduate students proceeding to University of Toronto degrees.

The Institute is located in the center of downtown Toronto, on the periphery of the University of Toronto campus. Toronto is a city of two million people, with all of the advantages that size can offer and of course some of the disadvantages. Amidst the clamor of high-rise and noise, the University of Toronto campus offers trees, grass, and space, as well as a sense of tranquillity. The University of Toronto is the largest university in Canada and students come from all over the world to study, particularly at the graduate level. Through the Graduate Students' Union, International Student Centre, and other groups, students at OISE mingle with graduate students in all fields. Now that the Institute is housed in a new building,

with facilities for small and large gatherings, there is hope for even more interaction. The new building is air-conditioned throughout and includes an auditorium, committee rooms, and major classrooms with two-channel simultaneous translation systems. The well-stocked library has specially designed study carrels, as well as fifty individual study rooms. Indoor parking facilities are provided; also direct access to the subway system. Many other amenities help to make the student's life at OISE a pleasant one.

There are approximately 6,000 graduate students at the University of Toronto, 1,600 of whom are at the Institute. Of the latter, 430 are registered as full-time students, 180 of these being Ph.D. candidates. During the 1971 Summer Session at OISE, there were 1,223 registered students. The growth of the Institute has been rapid during the six years since its inception; the staff now numbers 608, including some 135 members of academic staff.

With the fast-growing and developing educational system in Ontario, there has been ample opportunity to study and implement new ideas and to refine old ones. The overall goal of the Institute is to make a positive contribution to improvement in education. In the long run, one of the most effective ways in which this goal can be achieved is through OISE graduates implementing their knowledge and experience within existing educational systems.

General Information

APPLICATION FOR ADMISSION

All candidates in graduate degree programs at The Ontario Institute for Studies in Education are registered as University of Toronto students in the Department of Educational Theory of the School of Graduate Studies at the University of Toronto. The Coordinator of Graduate Studies at the Institute is also the Chairman of the graduate Department of Educational Theory, University of Toronto. It is through the Office of the Coordinator of Graduate Studies, OISE, that admission and registration procedures are initiated.

Admission procedures deal with the question of whether or not an applicant may be admitted to a particular degree program, and under what conditions. Registration refers to procedures at the opening of a session, including payment of fees, enrollment in particular courses, etc. The sequence of steps involved in admission and registration is detailed below.

M.A. AND PH.D. CANDIDATES

1. For information and Assessment of Admissibility forms for either an M.A. or a Ph.D. program, write directly to:

Office of the Coordinator of
Graduate Studies, OISE,
252 Bloor Street West,
Toronto 181, Ontario,

addressing this request, according to the proposed field of specialization, to the advisor indicated below:

Professor Sabir A. Alvi

Applied Psychology
Measurement and Evaluation
Special Education

Professor Donald H. Brundage

Adult Education
Educational Planning
Higher Education
Sociology in Education
Interdepartmental

Professor Clifford C. Pitt

History and Philosophy of
Education

Professor J. Glenn Scott

Computer Applications
Curriculum
Educational Administration

2. Requests for evaluation of admissibility should be accompanied by the following:

(a) *three* copies of official transcripts, bearing marks attained, of all undergraduate and graduate study to date;

(b) where applicable, three copies of documents attesting to professional education, certification, and experience;

(c) a score on the Miller Analogies Test (both master's and doctoral candidates);

(d) a score on the Aptitude Test of the Graduate Record Examinations (doctoral candidates only);

4 GENERAL INFORMATION

(e) two letters of reference to support the application; use forms entitled Letter to Support Application for Admission and/or Student Financial Award, obtainable from the advisors referred to under (1) above;

(f) a clear indication of the Institute department in which specialization is desired and of the degree program for which application is being made.

(g) a résumé, in duplicate, of study interests, previous career, future goals, and reasons for seeking admission to the particular program of choice.

Note: Students from outside Canada whose mother tongue is not English must take an English language test. See page 7.

3. Many applicants for admission as full-time students may also be applying for a Student Financial Award (see pages 12 to 13). Since the first step in considering applications for a Student Financial Award is an assessment of admissibility, it is not necessary to request such an assessment under (1) above in such cases.
4. If the Institute considers that the candidate meets the basic University of Toronto School of Graduate Studies admission criteria, it will write the student to this effect; but it should be understood that this is a recommendation only. At the same time, the Institute will ask the School of Graduate Studies to send the student a set of School of Graduate Studies Application for Admission forms. These, together

with an application fee of \$10 (Canadian funds), should be returned *not* to the Institute, but to:

The Secretary,
School of Graduate Studies,
University of Toronto,
65 St. George Street,
Toronto 181, Ontario.

5. On receipt of the completed Application for Admission forms, the School of Graduate Studies will forward them to the Institute for its recommendation.
6. The Institute then returns the Application for Admission forms to the School of Graduate Studies with its recommendation regarding admissibility.
7. If the School of Graduate Studies accepts the Institute's recommendation on admissibility, the candidate is sent a formal Letter of Acceptance indicating the degree program to which he has been admitted and any conditions involved.

OISE Application for Assessment of Admissibility forms for all degree programs must be submitted not later than March 15 for registration in both the 1972 Summer Session and the 1972/73 Regular Session, which starts in September. Applications received after March 15 will be considered only under very exceptional circumstances.

An M.A. candidate wishing to proceed to the Ph.D. degree must apply for admission and be considered in competition with all other Ph.D. applicants.

If a student is unable to attend the session for which he has been accepted, but wishes to postpone his acceptance to a later session, he must reapply and

5 GENERAL INFORMATION

compete again with all other applicants for the later session.

Note: Applicants for the Regular Session are urged to submit their applications by February 1, the date for receipt of Student Financial Award applications, since a considerable number of student places will be awarded with the disposition of Student Financial Awards.

M.ED. CANDIDATES

In the case of *full-time* M.Ed. candidates only, applicants must follow the procedures detailed above under sections 1, 2, and 3 of the subheading M.A. and Ph.D. Candidates.

All inquiries pertaining to part-time M.Ed. study should be addressed to:

Miss M. Hambly,
Office of the Coordinator of
Graduate Studies, OISE,
252 Bloor Street West,
Toronto 181, Ontario.

Application for admission to or re-enrollment in part-time M.Ed. programs (or for re-enrollment in Ed.D. programs) will be available after February 15 from the above address.

Students should complete these forms and return them to the Office of the Coordinator of Graduate Studies in time to arrive by the following deadlines:

March 15 for the 1972 Summer Session and the 1972/73 Regular Session: daytime students (but see "Note" at the end of the preceding section);

June 10 for the 1972/73 Regular Session: after-hours students (this date is absolutely final for courses taken in

the second half-year, beginning in January, as well as for those taken in the first half-year).

All applications should be accompanied by a résumé, in duplicate, of study interests, previous career, future goals, and reasons for seeking admission to the particular program of choice. See the requirements in departmental sections for possible further documentation.

Special Students cannot receive degree credit for courses taken under this category.

REGISTRATION

Final registration will take place as follows:

FOR THE 1972 SUMMER SESSION:

Tuesday, July 4, at OISE, from 9:30 a.m. to 12:00 p.m. and from 1:30 p.m. to 4:00 p.m.

FOR THE 1972/73 REGULAR SESSION:

DAYTIME STUDENTS

Tuesday, September 19, at OISE, at 10:00 a.m.

FOR THE 1972/73 REGULAR SESSION:

AFTER-HOURS STUDENTS

Saturday, September 23, at OISE, from 9:30 a.m. to 12:00 p.m. and from 1:30 p.m. to 4:00 p.m.

STUDY IN SUMMER SESSION

While March 15 is the last date for receiving applications for enrollment in the Summer Session, students would be well advised to enroll before that date since enrollment in most classes

is limited. On this account, February 15 to March 15 has been established as a period of advanced enrollment for the Summer Session. Soon after a student's application is accepted, he will be notified of the readings that are recommended for the course he has selected. It is the student's responsibility to complete such preparatory reading in advance of the necessarily concentrated Summer Session.

In addition to writing examinations, which will be held at the end of the six-week Summer Session, students will be required to complete and submit term work to their instructors in the Fall by the deadlines they set. Final grades will be mailed to students as early in December as possible.

Students may enroll for not more than two half-courses in any one Summer Session.

AFTER-HOURS CLASSES IN REGULAR SESSION

During the 1972/73 Regular Session, it is anticipated that a number of courses will be offered in the late afternoon or evening.

Fully employed part-time students who are interested in after-hours classes are encouraged to enroll for only one of the above. One half-course constitutes one-sixth of a normal load for a full-time student, and any load greater than that for a fully employed person is likely to be extremely heavy. The difficulty is not merely one of class hours, but of required reading, independent study, and assignments. In exceptional cases, however, following full discussion with and specific

approval by a student's faculty advisor, a fully employed student may be permitted to undertake two half-courses (or one full course) after hours during the Regular Session. Ordinarily, it is not recommended that the student take two half-courses in the same half-year.

June 10 will be the last day for receiving applications for enrollment in these after-hours courses; this applies to courses for both the first and second half-year of the 1972/73 Regular Session.

NON-CREDIT SEMINARS AND CONFERENCES

In addition to formal programs of study, the Institute offers each year a considerable number of non-credit seminars and conferences on a wide variety of specialist themes. Opportunities are afforded to interested graduate students to participate in these in various capacities.

STATUS OF STUDENTS ENROLLED UNDER EARLIER REGULATIONS

Programs and courses leading to University of Toronto graduate degrees in Education as described in this Bulletin represent substantial changes from programs and courses which have been offered in the Department of Educational Theory in earlier years. What of students who are already proceeding to degrees?

Students enrolled in a degree program in the 1965/66 regular academic session or earlier will be permitted to

7 GENERAL INFORMATION

fulfill requirements for that degree as set forth in the bulletin *Programs Leading to Graduate Degrees in Education 1965-66*, published by the Ontario College of Education.

DEGREE OF DOCTOR OF EDUCATION

Students enrolled as Ed.D. candidates in the 1965/66 Regular Session or earlier may fulfill requirements for the degree under the regulations existing when they enrolled. New candidates for this degree are currently being enrolled. See pages 25 to 26.

FACILITY IN THE ENGLISH LANGUAGE

All applicants from outside Canada whose mother tongue is not English must pass satisfactorily an English language test. This must be done before students leave for the University of Toronto. Acceptable tests are available, for students whose admission has been recommended, from either of the following:

- English Language Institute, University of Michigan, Ann Arbor, Michigan, U.S.A.
- TOEFL, Educational Testing Service, Princeton, New Jersey, U.S.A.

Where the language of undergraduate instruction and examination has been uniformly in English, evidence of an applicant's proficiency, presented by one of his university professors, might satisfy the School of Graduate Studies.

THE MILLER ANALOGIES TEST

All full-time students whose mother tongue is English or who, having another native language, have taken their undergraduate work in Canada in the English language (or in the United States or any other English-speaking country) are required to submit Miller Analogies Test scores when applying for admission or financial assistance. Applicants for admission to the part-time program in some fields of specialization may also be required to submit MAT scores.

The Department of Measurement and Evaluation of OISE will administer this test on the dates given below. Application forms for permission to take this test can be obtained from the Office of the Coordinator of Graduate Studies, OISE, or from the MAT Officer, Department of Measurement and Evaluation, OISE, 252 Bloor Street West, Toronto 181, Ontario (telephone: 923-6641, ext. 462). These forms will be available four weeks before the date of each test. They should be completed and sent to the MAT Officer at least one week before the test date, although earlier submission is suggested. Information regarding administrations subsequent to May 9, 1972, may be obtained from the Office of the Coordinator of Graduate Studies.

A fee of \$6 is payable at the time of the test. Payment may be made in cash or by cheque or money order, payable to The Ontario Institute for Studies in Education.

Only those who have applied, or are planning to apply, for admission to

8 GENERAL INFORMATION

The Ontario Institute for Studies in Education will be eligible to write the Miller Analogies Test at the following times:

1972		
January 15	Saturday	2:00 p.m.
January 20	Thursday	6:15 p.m.
February 5	Saturday	2:00 p.m.
February 22	Tuesday	2:00 p.m.
March 4	Saturday	2:00 p.m.
March 22	Wednesday	2:00 p.m.
March 23	Thursday	2:00 p.m.
April 13	Thursday	6:15 p.m.
May 9	Tuesday	2:00 p.m.

Applicants who are unable to be present on one of these dates may apply to Professor Mary Laurence, Department of Psychology, University of Toronto, Toronto 181, Ontario (telephone: 928-8810), for permission to take this test. The cost of writing this test at the University of Toronto is \$6 (subject to change).

Applicants not living in the Toronto area should contact the testing center of a nearby university, or write to the Psychological Corporation, 304 East 45th Street, New York, N.Y. 10017, for the address of the nearest testing center.

THE GRADUATE RECORD EXAMINATIONS

All doctoral candidates whose mother tongue is English or who, having another native language, have taken their undergraduate work in Canada in the English language (or in the

United States or any other English-speaking country) are required to submit scores on the Graduate Record Examinations Aptitude Test (Verbal and Quantitative) when making application for admission or financial assistance.

The Graduate Record Examinations are administered five times a year at the University of Toronto and at many other centers in Canada and as many as six times a year in some parts of the United States. The test centers and dates are given in the *GRE Information Bulletin 1971-72*. The *GRE Bulletin* also contains information about the nature of the tests, arrangements for taking them, and score reporting procedures. Copies of the *GRE Bulletin* may be obtained from the applicant's present institution, or by writing to the Graduate Record Examinations, Educational Testing Service, Box 955, Princeton, New Jersey 08540, U.S.A. A registration form and return envelope accompany each *GRE Bulletin*. The completed registration form must be received by ETS approximately four weeks before the test date selected, and sooner if the candidate wishes to be tested at a foreign or special center. The registration fee for the GRE Aptitude Test is \$8 (U.S.).

EXAMINATIONS AND GRADES

All examinations will be held in Toronto. Final examinations will be scheduled in August for the Summer Session and in January or April for the Regular Session, shortly after the conclusion of lectures. Examinations

9 GENERAL INFORMATION

cannot be deferred to a later time. In case of inability to write an examination because of serious illness, a student should immediately notify the Office of the Coordinator of Graduate Studies; permission may then be granted to write the examination, without further fee, on a subsequent occasion when the course is offered. No student will be permitted to rewrite the examination in any course without attending the classes in that course again and paying fees as if it were an additional course. If a student fails in a course which is considered by his department to be vital to the main content of his program, then he must repeat that course if he is to continue as a degree candidate. In the case of failure in other courses, a substitution may be permitted upon the recommendation of the Department of Educational Theory to the School of Graduate Studies.

Except for medical reasons or other exceptional circumstances, a student shall be considered to have failed a course if he withdraws from it after November 30, or after February 28 in the case of courses beginning in January.

Any student whose work is judged to be unsatisfactory by the Department of Educational Theory may be required to withdraw at any time.

The grading practices of the Department of Educational Theory fall within the general framework of the University of Toronto School of Graduate Studies grading system, and have the following features:

(a) The grading system will have a primary classification consisting of

A, B, and F. The following meaning is attached to each primary classification:

A – original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.

B – good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.

F – glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

(b) The instructor is asked to make secondary distinctions within the first two classes, A and B, by using + and – to signify a grading within each class from high to low, and will assign letter grades of A +, A, A –, B +, B, B –, or F.

For averaging purposes, passing grades are assigned the following points:

A +	9 points
A	8 points
A –	7 points
B +	6 points
B	5 points
B –	4 points

A course designated with a Z indicates that it will be given a Pass/Fail grade.

TERM ASSIGNMENTS

If a student does not complete required term work in any course by the date set by the instructor, he will be

10 GENERAL INFORMATION

regarded as having failed that course. In exceptional cases, however, an extension of time may be granted on application to the Coordinator of Graduate Studies.

TRANSCRIPTS

B.Ed. candidates, up to June 1967, may obtain transcripts from the Office of the Coordinator of Graduate Studies, OISE.

M.Ed., M.A., and Ph.D. candidates obtain transcripts from the School of Graduate Studies. A fee of \$1 is charged and 25c for each additional copy, if ordered at the same time. Transcripts cannot be issued or grades released for students whose fees are in arrears.

FEES

Information concerning fees is contained in the Calendar of the School of Graduate Studies. All cheques must be certified, in Canadian funds, and made out to the University of Toronto. Fees should be sent to the Comptroller's Office, 215 Huron Street, Toronto 181. The fees which are detailed below are subject to change by the Board of Governors of the University of Toronto.

All new Application for Admission forms must be accompanied by an application fee of \$10 in Canadian funds, payable to the University of Toronto. Courses undertaken at another university and credited to a degree program here will not reduce the fees required.

FULL-TIME STUDENTS

The basic fee per academic year of full-time study is the same for all students – M.Ed., M.A., Ph.D., Ed.D., and Special Students – \$525. This fee includes:

Academic fees	\$485
Health Service	\$ 10
Graduate Students' Union	\$ 10
Hart House	\$ 20

Full-time M.Ed. Students

In the case of M.Ed. students, the basic fee is divided into two parts, \$380 for the Regular Session and \$150 (including a Student Activity Fee of \$5) for the Summer Session.

Full-time M.A. and Ph.D. Students

For an M.A. or Ph.D. student whose program includes a Summer Session following the Regular Session, no additional fee for Summer Session is required beyond the fee of \$525 paid for the academic session. If the degree program includes a Summer Session preceding the Regular Session, the basic fee is divided into two parts, \$130 (including a Student Activity Fee of \$5) for the Summer Session and \$400 for the Regular Session. However, if a preceding Summer Session is taken not as a part of the degree program proper but as additional work or to satisfy admission conditions, then the regular Summer Session fees will be assessed in addition to the basic fee of \$525.

11 GENERAL INFORMATION

Dual Registration Fee for M.A. and Ph.D. Candidates

If a candidate's acceptance into the second year of a three-year Ph.D. program is contingent upon the completion of a University of Toronto M.A., and if all requirements for that degree have not been satisfied in time for the Fall Convocation, then the candidate must pay an additional fee of \$150 for dual registration. It is only under the most exceptional circumstances, and then only when prior arrangements have been agreed upon at the time of acceptance to a degree program, that a student will be allowed to complete the master's thesis after the final date for recommendations for the degrees for the Fall Convocation without losing Ph.D. residence credit for the year.

Reregistration Fee for M.A. and Ph.D. Candidates

M.A. and Ph.D. candidates who have completed the required residence but who have not completed other requirements for the degree must reregister each year. If they do not, the degree candidacy may lapse. The University year commences July 1. The reregistration fee is \$150 plus any applicable incidental fees.

PART-TIME STUDENTS

Part-time Students: Daytime

One graduate course (including required incidental fees of \$20)	\$145.00
Each additional course	\$125.00

One half-course (including required incidental fees of \$10)	\$ 72.50
--	----------

Part-time Students: After hours

One graduate course, where admitted (including required incidental fees of \$20)	\$160.00
One half-course (including required incidental fees of \$10)	\$ 80.00

SUMMER SESSION STUDENTS

One half-course (including Student Activity Fee of \$5)	\$ 80
Two half-courses (including Student Activity Fee of \$5)	\$150

LATE PAYMENT FEE

A late payment fee of \$10 will be assessed against any student registered in the Regular Session whose fees are not received at the Comptroller's Office by September 24, plus \$1 per day of delay beyond that date to a maximum of \$20. If fees remain unpaid as of November 1, the student will be considered as having withdrawn.

Summer Session students whose fees are not paid by July 7 will be assessed a late payment fee of \$10, plus \$1 per day of delay beyond that date to a maximum of \$20.

STUDENTS' ADMINISTRATIVE COUNCIL FEE

Membership in the Students' Administrative Council is optional for graduate students. The annual fee is \$12.

STUDENT FINANCIAL AWARDS

OISE STUDENT FINANCIAL AWARDS

The Ontario Institute for Studies in Education will be offering a series of student financial awards to support programs of graduate study.

The student must qualify for an award on the basis of academic ability and professional promise. The amount and type of award may vary with the student's financial need, the academic program, and the policies of his department.

For further information and application forms, write the Office of the Coordinator of Graduate Studies, OISE, 252 Bloor Street West, Toronto 181, Ontario, addressing this request, according to the proposed field of specialization, to the appropriate advisor indicated on page 3. Completed applications should be submitted before February 1, 1972.

CANADA COUNCIL AWARDS

Canada Council awards in the arts, humanities, and social sciences are available to graduate students attending any Canadian university. Among these are doctoral fellowships of up to \$3,500 for students in the early stages of a doctoral program and up to \$4,500 for students who have completed the first two years of such a program.

Application forms are available as follows:

(a) for students currently enrolled in a graduate program: their OISE home

department. Closing date announced by home department in the fall;

(b) for renewal of Canada Council awards: Awards Service, The Canada Council, P.O. Box 1047, Ottawa, Ontario, K1P5V8. Closing date is January 15 for the following academic year;

(c) for new students: as in (b) above, except closing date is December 15.

FEDERATION OF WOMEN TEACHERS' ASSOCIATIONS OF ONTARIO FELLOWSHIPS — \$6,000

The Federation of Women Teachers' Associations of Ontario offers two fellowships of \$6,000 each for advanced graduate study in education. The first, The Ruby C. Kinkead Fellowship, is to be held at the University of Toronto by a student working, preferably, at the doctoral level. The second may be held at any university of the applicant's choice. Ordinarily, applicants must be members of the Federation of Women Teachers' Associations of Ontario, but other applicants with outstanding qualifications will be considered.

Further details and application forms are available from the Executive Secretary, Federation of Women Teachers' Associations of Ontario, 1260 Bay Street, Toronto 185. Applications must be submitted by February 1.

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION SCHOLARSHIPS — \$5,000

The Ontario English Catholic Teachers' Association offers two

13 GENERAL INFORMATION

scholarships for graduate study in the amount of \$5,000 each. These awards are available to statutory or voluntary members in good standing with the Association.

Further details and application forms are available from the Executive Secretary, Ontario English Catholic Teachers' Association, 1260 Bay Street, Toronto 185. Applications must be submitted by March 1.

ONTARIO PUBLIC SCHOOL MEN TEACHERS' FEDERATION SCHOLARSHIPS

The Ontario Public School Men Teachers' Federation offers the Win Davies Memorial Scholarship, which provides up to \$8,000 payable over two years to an OPSMTF member pursuing full-time studies leading to a doctoral degree in educational studies.

The OPSMTF Golden Anniversary Scholarships provide up to \$4,000 to assist members in financing post-graduate studies leading to a master's degree in educational studies. Candidates for the awards must be voluntary or statutory members of OPSMTF.

For more information and application forms contact the OPSMTF Scholarship Committee, Ontario Public School Men Teachers' Federation, 1260 Bay Street, Toronto 185.

Applications, including transcripts and other relevant materials, must be submitted by January 31.

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION – SCHOLARSHIPS AND AWARDS

These awards, totaling \$18,000,

include the OSSTF Scholarship for Educational Research, the Dr. S. G. B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Award, and the Ansley Memorial Award. The last two are granted only to OSSTF members.

Further details and application forms are available from the General Secretary, Ontario Secondary School Teachers' Federation, 1260 Bay Street, Toronto 185. Applications must be submitted by February 15.

THE WILLIAM PAKENHAM FELLOWSHIP – \$2,000

Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada, as a result of further work.

An application form can be obtained from the Registrar, The College of Education, University of Toronto, 371 Bloor Street West, Toronto 181. Completed applications must be received by March 15.

UNIVERSITY OF TORONTO OPEN FELLOWSHIPS

University of Toronto Open Fellowships are available in amounts up to \$3,800. A number of highly qualified students will be selected by the Department of Educational Theory for recommendation to the School of Graduate Studies for the university-wide competition.

LIBRARY

The Institute Library houses a collection of 200,000 items specializing in education, with growing strength in related social sciences. Extensive reference materials and some 3,500 serial titles are available. There are complete holdings of such document series as ERIC, on microfiche.

Special display centers for audiovisual materials and instructional resources (such as multi-media curriculum kits) are being developed. These include equipment for viewing and listening.

Coin-operated photocopiers, coin-operated microform reader-printers, typewriters, and a calculator are available. Unassigned carrels are located throughout the first, mezzanine, and second floors.

The staff is prepared to acquaint students with all services and to consult with them in regard to their information needs for particular projects.

A library handbook is distributed to all students at registration. In addition, special guides to services and parts of the collection are issued from time to time.

The resources and services of the University of Toronto Library are also available to graduate students registered in Educational Theory.

AUDIOVISUAL EQUIPMENT

Audiovisual equipment and materials are available for loan to students and staff. The audiovisual section of the Library's Educational Materials Centre

has a small collection of films, filmstrips, records, and tapes. The Audiovisual Services Unit has a wide variety of audiovisual equipment and provides assistance to students and staff engaged in photography.

Both films and equipment have to be booked ahead of time, but otherwise the procedure is much as it is for borrowing library books and simply requires the showing of an OISE student or staff identification card.

EDUCATIONAL CLINIC

The Educational Clinic provides a controlled laboratory setting for studies of children. There are facilities for observing and recording the behavior of children, individually, in groups, or in interaction with adults. These facilities include observation rooms, audio-recording and closed-circuit television equipment. The clinic is used for research (for example, the study of the reaction of children with specific learning disabilities to individually prescribed instruction), for development (for example, the preparation of remedial instructional techniques in reading for use in schools), and for teaching purposes (for example, the training of counselors). The Educational Clinic also maintains a mobile unit provided with comprehensive observational and recording equipment.

COMPUTER FACILITIES

A range of computing facilities is available to staff and students to meet their data-processing needs. The

15 GENERAL INFORMATION

Computing Services Group provides statistical and data management packages as well as programming consultation; its services include access via card reader-printer terminals at OISE to the IBM 360/model 65, Univac 1108, and the IBM 370/155. These services are arranged on a standard charge-back basis. Informal courses in programming are offered.

The Department of Computer Applications operates two time-sharing computers, the Digital Equipment Corporation TSS/9 and TSS/8. The TSS/8 is linked directly to a DEC PDP-10 at the National Research Council laboratories in Ottawa. These are used for research and development in computer systems for education, student programming, computer-based instruction, and man-machine interface design. All systems are available to qualified users anywhere in OISE for work on approved projects.

EDITORIAL DIVISION

The Editorial Division serves the publication interests of OISE. Formal publications and informal material are submitted to the Editorial Division for editing, artwork, production, and promotion. The Division also provides assistance to staff and students on matters concerning OISE style, spelling, and preparation of manuscripts for publication.

THE CAREER COUNSELLING AND PLACEMENT CENTRE

The Career Counselling and Placement Centre at 581 Spadina Avenue is an

organization for individual career and vocational counseling. It will assist the student in securing summer, part-time, temporary, and permanent employment, arrange for interviews with possible employers, and provide information about employment openings further afield. All students should feel free to use the confidential procedures of the department and to discuss their employment problems.

A new activity of the Career Counselling and Placement Centre is the Graduate Students' Appointments Registry. This is a service provided to students who are completing master's and doctoral degrees and are about to seek academic appointments at other colleges and universities. Assistance is provided with assembly and duplication of the curriculum vitae, academic transcripts, and letters of reference required in application for such appointments. A list of known vacancies is also available.

LIVING ACCOMMODATION

REGULAR SESSION

Residence accommodation is very limited at the University of Toronto and it is therefore the custom to give preference to undergraduates. Several residences, however, are still open to a limited number of graduate students during the Regular Session. The fees for room and board are approximately \$1000. Most of the men's and women's residences have donships for which graduate students may apply.

Information concerning rooms and

apartments in private homes near the University may be obtained from the University Housing Service office, University of Toronto. While off-campus housing of this nature is not subject to University regulation, every effort is taken to make information on listed accommodation as complete as possible. Rents vary considerably depending upon the quality of the accommodation and its location.

SUMMER SESSION

Many more residence spaces are available to graduate students during the summer months. Meal services are discontinued at most residences at the close of the Regular Session in May. However, meals are still served through the Summer Session at Hart House and at New College; all students are entitled to be admitted at nominal rates.

The residences listed on page 17 do offer limited accommodation to graduate students during the Regular Session.

HEALTH SERVICE

The University of Toronto Health Service, located at 256 Huron Street, provides extensive medical care to all students through both clinical and infirmary services. Psychiatric advice is also available to students through the University Health Service, Psychiatric Division, 2 Bancroft Avenue, Toronto 181, Ontario.

Students from outside of Ontario, as well as from outside of Canada, are

advised to apply for medical and hospital insurance as soon as they arrive in the province. Full details of available coverage can be obtained from the Health Service.

OVERSEAS STUDENTS

In a typical year, graduate students in education will be registered from twenty-five or thirty countries overseas. A special effort is made to welcome students from abroad, and to meet their special needs. On the one hand, it profits the Canadian student in no small measure to have an opportunity to work, formally and informally, with officials in education from other countries. On the other, we consider it an honor and an obligation, in a world so rapidly decreasing in size, to make our resources available, insofar as we can, to overseas students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, overseas students are encouraged to select topics which will permit them to explore systematically the possible implications which the concepts under discussion have for their home situation. Each year periodic tours of various institutions and activities in education on the Ontario scene are also arranged; students avail themselves of those parts of this program which are of particular interest to them. For overseas students especially, this can provide a most useful supplement to their formal studies.

Residence / Address / Apply to:

Men:

Devonshire House, 3 Devonshire Place. Dean of Men 928-2515

Trinity College, Hoskin Avenue. Secretary 928-8680

Victoria College, 73 Queen's Pk. Cr. Dean of Men 928-3809

Wycliffe College, Hoskin Avenue. Dean of Residence 922-7153

St. George Graduate Residence, 321 Bloor W. Secretary 928-4885

New College,* 21 Classic Avenue. Dean of Men 928-2464

Massey College,* Devonshire Place. Bursar 928-2895

St. Michael's College,* 50 St. Joseph Street. Dean of Men 921-3151

Knox College,† 59 St. George Street. Principal 923-7809

Women:

St. George Graduate Residence, 321 Bloor W. Secretary 928-4885

Whitney Hall, 85 St. George Street. Dean of Women 928-2530

Victoria College, 73 Queen's Pk. Cr. Dean of Women 928-3805

Married Students' Accommodation; Co-operative Residences:

Charles-Yonge Married Student Apts., 30 Charles W. & 35 Charles W.
University Housing Service, 49 St. George St. 928-2542

Campus Co-operative Residence, Inc., 395 Huron St. 964-1961

Tartu, 310 Bloor W. Manager 925-4747

* Available in the summer only.

† Available in the winter only.

Note: All addresses for application are in the Toronto 181 postal zone.

Dr. D. H. Brundage in the Office of the Coordinator of Graduate Studies, OISE, serves as special advisor to overseas students. The University of Toronto International Student Centre, at 33 St. George Street, offers services and facilities to overseas students. Mr. Eric McKee is its director, and Mrs. K. D. Riddell is Foreign Student Advisor. Inquiries regarding customs regulations, accommodation, medical and hospital insurance, etc., should be directed to the Centre. Questions of an academic nature should be sent to the Office of the Coordinator of Graduate Studies, OISE.

GRADUATE STUDENTS' ASSOCIATION

All OISE students, both full- and part-time, are members of the

Graduate Students' Association. Its objectives are as follows:

- 1) to provide a mechanism for students to communicate with each other and with faculty and administration in order that students will gain the maximum profit from their years at OISE.
- 2) to coordinate the activities of students in the various departments of the Institute and the Institute Assembly and Standing Committees.
- 3) to provide a central location for information pertinent to student interests, activities, and concerns.
- 4) to represent the OISE students to outside organizations and to the governing bodies of the University of Toronto.
- 5) to promote social interaction and a positive identity among OISE students.

General Requirements for Degrees

The Ontario Institute for Studies in Education conducts, under the School of Graduate Studies of the University of Toronto, programs leading to the graduate degrees of Master of Education, Doctor of Education, Master of Arts, Master of Philosophy, and Doctor of Philosophy. Members of the academic staff of the Institute, together with professors from various departments of the University, constitute the Department of Educational Theory of the School of Graduate Studies. Students are registered, through this Department, in the School of Graduate Studies of the University of Toronto.

All graduate degree programs are subject to the regulations of the School of Graduate Studies. What follows is an expansion of those regulations, outlining the general course requirements for the various graduate degree programs as they apply in the Department of Educational Theory. While the general course requirements for each degree program are in this section, it should be noted that individual internal departments within the Department of Educational Theory may have additional requirements. It should be pointed out that the requirements set forth are minimal; the candidate will be required to undertake whatever additional studies the Department of Educational Theory considers necessary.

Students who hold professional degrees only, and who wish to pursue

graduate programs in Educational Theory, must be prepared for the possibility of taking some academic make-up courses at the undergraduate level before gaining admission to graduate study.

For detailed instructions regarding application and registration procedures, see pages 3 to 8.

COURSES OF INSTRUCTION

Courses of instruction are numbered according to the particular department of the Institute with which they are primarily identified. Most are offered as half-courses, shown by an X following the course number, e.g., 1701X. A full course is indicated if the course number is not followed by an X. The first two digits designate the department; for example the 17 in 1701X and the 37 in 3706X refer to the Department of Educational Planning.

Two half-courses constitute a full-time program in the Summer Session; six half-courses ordinarily constitute a full-time program in the Regular Session. Each half-course generally meets for one and one-half class hours weekly throughout the entire Regular Session, or for three hours weekly when the course is concentrated in the first or second half of the Regular Session. A full course meets for three class hours each week throughout the entire Regular Session. In the Summer

Session, each half-course meets for one and one-half hours daily, Mondays through Fridays.

INTERDEPARTMENTAL AND SPECIAL PURPOSE PROGRAMS IN EDUCATIONAL THEORY

In most cases the student will find a program suited to his particular needs and interests within the extensive range of specialized degree programs, which are detailed in the departmental sections of this Bulletin. In addition, however, there are several arrangements designed to provide still greater flexibility for the individual student in meeting his special needs within the total context of Educational Theory.

Specialized degree programs include some freedom for the student to work out, with his advisor, an individualized program around the particular scholarly interest or problem area of central concern to him. Specialized degree programs include options that may be taken in other departments.

A highly individualized program may be developed at the M.Ed. level, under the Master of Education for Special Purposes degree (see page 21).

Specially arranged interdepartmental programs in Educational Theory, for individual students at the M.A. and Ph.D. levels, are being developed among certain departments including Applied Psychology, Curriculum, History and Philosophy of Education, and Sociology in Education. Generally speaking, the same number of courses would be required as in a regular degree program. Applicants who wish

to explore this possibility should write directly to the chairman of the major department concerned.

MASTER OF EDUCATION

This degree is designed chiefly for the professional improvement of men and women who are already engaged in a career in professional education. For many candidates it will represent a terminal point of formal graduate study, though some may subsequently proceed to study at the doctoral level after satisfying additional requirements.

ADMISSION REQUIREMENTS

- (a) A Bachelor of Arts degree from the University of Toronto, or an equivalent degree, completed with B standing or better in the final year and acceptable to the Department of Educational Theory. Depending on the make-up of the degree, and the student's intended field of specialization at the master's level, some additional study may be required.
- (b) A year of professional education for teaching, or the equivalent. An applicant who has not had professional education for teaching may be accepted into a ten half-course program in certain areas of study instead of the normal eight half-course program.
- (c) At least one year of successful professional experience in education.
- (d) A promising score on the Miller Analogies Test, filed at the time of application. See page 7 for particulars.

21 GENERAL REQUIREMENTS FOR DEGREES

PROGRAM OF STUDY

Eight half-courses, selected in accordance with the requirements for one or another of the several M.Ed. programs as described in the various departmental sections that follow. Where appropriate to a student's program, a full course in some other graduate department of the University may be included as two of the eight half-courses.

Each applicant must declare his intended field of specialization at the time of application. Upon admission he will be assigned to a faculty advisor for that particular field, who will assist him in blocking out an appropriate program of study. While a student may change his field of specialization en route to the degree, such changes may result in a lengthened program.

The M.Ed. program does not include a thesis. Full-time study, though desirable, is not required. The eight half-course M.Ed. program, if pursued on a full-time basis, cannot be completed in less than one Regular Session and one Summer Session. The ten half-course M.Ed. program, if pursued on a full-time basis, cannot be completed in less than two Summer Sessions and the intervening Regular Session. Fully employed part-time students are permitted to enroll for up to two half-courses in each Summer Session, and one half-course (or, in exceptional cases, two half-courses) in each Regular Session.

Ordinarily, no courses that were completed more than six calendar years earlier than the date of the degree may be credited toward the

degree. If a candidate does not complete requirements for the degree within six calendar years from his acceptance to candidacy, his candidacy will lapse.

Applicants who have credit for graduate courses in education at another university beyond that which is required for admission as an M.Ed. candidate may be granted advanced standing for up to two half-courses in their M.Ed. program, provided those courses were not credited toward another degree. Similarly, it is possible in the individual case, with the prior approval of the student's faculty advisor and the Coordinator of Graduate Studies, to plan an M.Ed. program in such a way that the equivalent of up to two half-courses of the required work may be undertaken at another university. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here, namely, one-eighth or one-quarter.

Courses taken at another university and credited to a degree program here will not reduce the fees required.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

It is anticipated that most M.Ed. candidates will be enrolled in one or another of the several specialized programs outlined in the pages that follow. The professional interests and needs of some students, however, may not correspond to the purposes and plans of study of any of those programs. Such students may, in effect, be

seeking a highly individualized program of planned graduate study in education.

Such persons may apply for admission to candidacy for the M.Ed. for Special Purposes. They will be required to name the field in which their interests mainly lie, and will be assigned to an appropriate faculty advisor. With him they will work out a suitable program of eight half-courses.

To provide some measure of concentration, if not specialization, three of the eight half-courses ordinarily will be drawn from a single field. But the student, with his advisor, will be free to organize a highly individualized program suited to his particular needs and interests.

MASTER OF ARTS

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the doctoral level are advised to apply for enrollment in an M.A. program rather than in an M.Ed. program.

ADMISSION REQUIREMENTS

The ordinary requirements for admission to a one-year M.A. program, as outlined under *Program of Study* which follows, are:

(a) A four-year Bachelor of Arts degree from the University of Toronto, or an equivalent degree, with B standing or better in the final year.

(b) A year of professional education for teaching, or the equivalent.

(c) At least one year of successful professional experience in education.

(d) A promising score on the Miller Analogies Test, filed at the time of application. See page 7.

Applicants with qualifications as above, except that their undergraduate degree is a University of Toronto three-year degree or equivalent rather than a four-year degree, may be admitted to an M.A. program extended to include a partial additional year. Ordinarily, this additional study will consist of the equivalent of two-thirds of a year of course work, prescribed in the light of the student's background in relation to his field of specialization. Such courses may be undergraduate or graduate.

In some fields of specialization, an applicant with a four-year degree or equivalent, with A or B standing in the final year, may be admitted without professional education for teaching or professional experience in education, provided the degree was in a field directly relevant to the intended field of specialization. In such cases, some additional course work in Educational Theory may be prescribed.

PROGRAM OF STUDY

Each applicant must declare his intended field of specialization at the time of application. Upon admission he will be assigned to a faculty advisor for that particular field, who will assist him in blocking out an appropriate

program of study. While in some fields of specialization additional requirements have been established, the general requirements for the M.A. in the Department of Educational Theory are as follows:

(a) At least six half-courses, selected in accordance with requirements in the particular field of specialization. Where appropriate to a student's program, a full course in some other graduate department of the University may be included as two of the six half-courses.

Students admitted to an extended M.A. program on the basis of a three-year degree, plus a year of professional education for teaching, and successful professional experience, will ordinarily be required to complete at least ten half-courses. Such a program, pursued on a full-time basis, would be spread over two summers and the intervening academic year.

(b) A thesis.

(c) One academic year of full-time resident study. While it is possible for M.A. courses to be pursued on a part-time basis, the requirement of a year of full-time study must be fulfilled at some point within the time limit of the degree.

All requirements for the M.A. degree must be completed satisfactorily within five years from the date of enrollment in the first of the last six half-courses in the M.A. year. This regulation became effective with candidates enrolling for the first time in the 1967/68 session.

Applicants who have credit for graduate courses at another university, beyond what is required for admission as an M.A. candidate, may be granted

advanced standing for up to two half-courses in their M.A. program, provided those graduate courses were not credited toward another degree. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here. Advanced standing, if granted, will not reduce the fees.

MASTER OF PHILOSOPHY

Individual candidates may be accepted under regulations set forth in the Calendar of the School of Graduate Studies.

DOCTOR OF PHILOSOPHY

This degree, the highest earned degree of the University of Toronto, is designed to provide opportunities for advanced study in the theoretical foundations of education, as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the Calendar of the School of Graduate Studies. What follows is an expansion of those regulations, as they apply in the Department of Educational Theory.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of specialization, see the departmental sections of this Bulletin.

The Ph.D. requires a minimum of three years of study. Credit for the

first year may be given for the University of Toronto M.A. or equivalent, with high standing. Ordinarily, a student with Ph.D. candidacy in mind will first undertake an M.A. in the same field of specialization.

ADMISSION REQUIREMENTS

(a) The University of Toronto four-year B.A. or equivalent, with high standing, for admission to the first year of the Ph.D. program, or the University of Toronto M.A. in Educational Theory or equivalent, with high standing, for admission to the second year of the Ph.D. program. The normal route for most students is to take an M.A. in Educational Theory first and then proceed to the two-year Ph.D. program, which will ordinarily be in the same field of specialization as the M.A.

If a candidate's acceptance into the second year of a three-year Ph.D. program is contingent upon the completion of an M.A. degree, this condition must be satisfied by mid-October. Under exceptional circumstances, and only by prior agreement at the time of the candidate's acceptance to a degree program, a candidate may be permitted to complete a University of Toronto M.A. later than mid-October, but not later than mid-January. In such an event, the candidate must hold dual registration for the M.A. and Ph.D. degrees. (See the section on fees, page 10.) Under no circumstances will a candidate be permitted to hold dual registration beyond the middle of January.

(b) Promising scores on the Miller Analogies Test and the Aptitude Test of the Graduate Record Examinations. These must be filed at the time of application. See pages 7 and 8 for particulars.

(c) Further evidence of scholarly proficiency satisfactory to the Department of Educational Theory and advisors in the particular field of specialization. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in a position to judge the applicant's scholarly professional potential.

(d) A holder of the University of Toronto M.Ed., with high standing, may be admitted to Ph.D. candidacy, following a period of pre-doctoral study under the direction of an advisor in his intended field of specialization. The nature and duration of such pre-doctoral study will vary according to the background and experience of the individual student but, with the M.Ed. already completed, it will be equivalent in depth and breadth to that which the student would have completed had he undertaken an M.A. program in the same field. Normally, this pre-doctoral study will include such course work and research training as may be required to lead to the completion of an independent research project acceptable to the Department of Educational Theory. This research project is known as the Qualifying Research Paper (QRP) and must be completed before doctoral admission. It is possible for such pre-doctoral study to be completed through summer

and other part-time study. In cases where only two half-courses are required, these can sometimes be added to the doctoral program.

PROGRAM OF STUDY

Each applicant must declare his field of specialization at the time of application. Upon admission, he will be assigned to a faculty advisor who will assist him in blocking out an appropriate program of study. While additional requirements have been established in some fields of specialization, the general requirements for the Ph.D. in the Department of Educational Theory are as follows:

(a) Two academic years of full-time resident study beyond the University of Toronto M.A. or equivalent.

(b) A major subject (normally four half-courses or equivalent) in the student's field of specialization.

(c) Two minor subjects (normally two half-courses each, or equivalent), one of which must ordinarily be taken in another graduate department of the University. Under certain conditions, a maximum of one minor subject may be credited to the Ph.D. on the basis of M.A. or other graduate studies completed as a degree candidate.

(d) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Department of Educational Theory. The thesis must constitute a significant contribution to the knowledge of the field of study. The student must declare the field of

research for his thesis for approval of the Department of Educational Theory as early as possible in the first year of study beyond the M.A. The precise topic must be submitted by October 10 of the final year of required residence, to the Office of the Coordinator of Graduate Studies, OISE, which in turn submits it to the School of Graduate Studies by October 31. If this has not been done by the required date, that academic year cannot be counted for residence credit.

(e) A final University of Toronto Senate oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defense by the candidate.

(f) Where necessary, the thesis committee may require a language skill for the purpose of research in a particular area, or the knowledge of statistics and the use of computers may be required. There may or may not be formal testing of these skills; in any event, the quality of the completed thesis will reflect the successful acquisition of them.

(g) All requirements for the Ph.D. must be completed within six years of first enrollment as a Ph.D. candidate, or seven years when advanced standing has not been granted for the M.A. or equivalent.

DOCTOR OF EDUCATION

The Department of Educational Theory is again enrolling new candidates for the degree of Doctor of Education. A basic requirement for admission is either the University of

Toronto M.Ed. or M.A. in Educational Theory, or the equivalent, with high standing. Applicants whose master's work did not include a thesis will be required to complete a Qualifying Research Paper (QRP). The minimum residence requirement is one academic year of full-time study.

The latest information regarding admission requirements and programs of study in particular sub-fields may be obtained by contacting the Office of the Coordinator of Graduate Studies. (See listing on pages 3 and 4, sections 1, 2, and 3.)

Note: Graduate degrees in education at OISE do not carry with them certification for teaching in Ontario.

DEFINITION OF FULL-TIME STUDY

Credit for academic residence requirements can only be given to full-time students who live close enough to the University of Toronto to participate fully in University activities. In all graduate programs in which full-time study is being undertaken, residence is understood to limit employment outside the academic program so that total time involved does not exceed a maximum of ten hours a week.

Adult Education



Department of Adult Education

ALAN M. THOMAS, *Ph.D. (Columbia)*

Associate Professor and Chairman of the Department

(investigation of historical models of adult and extension education; development of models for national systems of continuing education; participation in adult learning)

DAVID S. ABBEY, *Ph.D. (Toronto)*

Associate Professor

(research and development of learning systems involving telecommunications; media evaluation; field testing of programmed discussion guide for transactional analysis)

DONALD H. BRUNDAGE, *Ed.D. (Columbia)*

Assistant Professor, cross-appointed from the Office of the Coordinator of Graduate Studies

(family life education; design and implementation of programs for community problem-solving participation; research into small-group method of instruction)

TASSO CHRISTIE, *Ph.D. (Illinois)*

Assistant Professor and Head, OISE Midnorthern Centre

(emotional development of the postsecondary learner through formal and informal learning experiences)

JAMES A. DRAPER, *Ph.D. (Wisconsin)*

Associate Professor

(educational component of economic development; comparative studies and internship programs in adult education; social responsibilities of postsecondary institutions)

M. DORMER ELLIS, *Ed.D. (Toronto)*

Associate Professor, cross-appointed from the Office of Field Development
(longitudinal study of continuing education and professional experiences of Franco-Ontarian teachers)

M. JOSEPHINE FLAHERTY, *Ph.D. (Toronto)*

Assistant Professor

(nature of adult learning; changing patterns in basic and continuing education in the professions; prediction of academic achievement in adults)

VIRGINIA R. GRIFFIN, *Ph.D. (Chicago)*

Assistant Professor

(program-planning behavior of adult educators and situational, belief, and personality factors related to it)

ROBIN S. HARRIS, *Ph.D. (Michigan)*

Professor, cross-appointed from the Higher Education Group, University of Toronto

HAROLD W. HUSTON, *A.M. (Chicago)*

Lecturer

(voluntary educational participation of blue-collar workers in industry and their acquisition of occupational skills)

J. ROBY KIDD, *Ed.D. (Columbia), LL.D.*

(British Columbia), LL.D. (Sir George Williams)

Professor

(associated with colleagues at universities in eight countries developing concepts, testing modes of comparison, preparing readings and course materials)

ROBERT M. LAXER, *Ph.D. (Toronto)*
Professor, cross-appointed from
Applied Psychology

EDWARD F. SHEFFIELD, *Ed.D. (New York)*,
LL.D. (Sir George Williams),
LL.D. (Prince Edward Island)
Professor, cross-appointed from the
Higher Education Group, University
of Toronto

ALLEN M. TOUGH, *Ph.D. (Chicago)*
Associate Professor (on study leave
until December 31, 1972)
(development of materials to help
adult learners set their goals)

ASSOCIATED INSTRUCTOR:

HARVEY A. SILVER, *Ph.D. (State University*
of New York, Buffalo)
Chief of Counseling, Development and
Agency Relations, Department of
Manpower and Immigration, Ontario
Region

PROGRAMS OF SPECIALIZATION

Programs of specialized study in Adult Education are available at the master's and doctoral levels. They are designed to further the competence of men and women whose professional interests include teaching, planning, counseling, administration, or research in programs of education or training for adults. Students come from a variety of agencies and several countries.

Each student's program of specialized study is worked out with his advisor on an individual basis in keeping with the student's needs, background, and interests. In addition to courses in the Department of Adult Education, the student's program may

include courses offered by other departments within the Institute and at the University of Toronto.

A résumé of the student's background and future career goals must be submitted with the Application for Admission forms for all programs. Prospective candidates will be requested to meet with a member of the Admissions Committee of the department after filing an application. Further information about any of the programs can be obtained from the Department of Adult Education.

CERTIFICATE IN ADULT EDUCATION

The program is essentially designed to assist persons who are actively engaged in adult education and who have the capacity and motivation to pursue an advanced level of study.

The candidate may pursue the program as a full-time or part-time student. A program consists of a minimum of six half-courses. A selected number of candidates may specialize in adult counseling.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

The Master of Education program with specialization in Adult Education consists of ten half-courses. However, students who have completed one year of professional education for teaching, or the equivalent, are required to take only eight half-courses.

The student's program includes at

least three half-courses in Adult Education. Additional electives are selected in consultation with the student's advisor.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION AND COUNSELING

The purpose of this program is to help meet the need for competent counselors of adults in the colleges of applied arts and technology in Ontario, in professional schools, universities, and other institutions involved in postsecondary and continuing education. This program, offered jointly by the Department of Adult Education and the Department of Applied Psychology, consists of ten half-courses. However, students who have completed one year of professional education for teaching, or the equivalent, are required to take only eight half-courses. Of these, the following courses are required for all students and are to be taken towards the end of the program:

- 1202X Theories and Techniques of Counseling
- 1203 Practicum in Counseling
- 1121XA Practicum in Adult Education

The following courses are recommended strongly:

- 1106XA Small-Group Experience and Theory
- 1113X The Maturation Process and Adult Learning
- 1119X Counseling Services in Post-Secondary and Adult Training Settings

1120X Foundations of Adult Counseling

1266X Theories of Vocational Development

Each student's program will be developed in consultation with the faculty advisor.

MASTER OF ARTS WITH SPECIALIZATION IN ADULT EDUCATION

A minimum of six half-courses and a master's thesis are required. The student's program includes N1102X, Research Seminar in Adult Education: Master's Level, at least three other half-courses in Adult Education, and one appropriate half-course in statistics and research design. The program will be planned in consultation with an advisor to meet the student's needs and interests.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN ADULT EDUCATION

Regulations governing the Ph.D. program are outlined on pages 23 to 25.

The major in Adult Education consists of N3102X, Research Seminar in Adult Education: Doctoral Level, and four other half-courses in Adult Education, one of which may be a 3152X course in the field of the dissertation. One of the two minors required may consist of half-courses in statistics and research design, which are needed to support the proposed research project. The program will be

planned in consultation with an advisor to meet the student's needs and interests.

COURSES

A course is identified with this department when the first two digits in the course number are 11 or 31. See also course listings under Higher Education.

1100X OUTLINE OF ADULT EDUCATION

Designed to assist students to develop an understanding of and an identity with the field of adult education in Canada. Major philosophical, historical, and conceptual bases are examined. Contemporary agencies and programs, issues, and trends in the practice of adult education. Staff, Summer Session and Regular Session (after hours)

1101X PROGRAM PLANNING AND APPRAISAL IN ADULT EDUCATION

Basic concepts, principles, processes, and issues in program planning and appraisal in the wide variety of adult education settings. Emphasis is on skills of critical analysis, creation, and implementation of alternative models. Staff, Summer Session; *V. R. Griffin*, Regular Session (after hours)

N1102X RESEARCH SEMINAR IN ADULT EDUCATION: MASTER'S LEVEL

A non-credit seminar required of M.A. candidates in Adult Education. Selected studies in Adult Education and related disciplines are examined

and evaluated in terms of theory and methodology.

D. S. Abbey, Regular Session (daytime)

1105X COMMUNITY EDUCATION AND DEVELOPMENT

Issues and concepts relating to citizen action, community development, and social change, together with historical developments. Programs and prospects of community development in Canada and abroad; the educational component in development; the role of government and nongovernment agencies in development; discussions on the methods, evaluation, and training relating to community education and development. Staff, Summer Session and Regular Session (after hours)

1106XA SMALL-GROUP EXPERIENCE AND THEORY

An experimental course within a small-group setting, involving emphases on intrapersonal awareness, interpersonal communication skills, group process, and applications to the education of adults.

Prerequisite: Permission of the instructor.

R. M. Laxer, Regular Session (daytime)

1106XB SMALL-GROUP EXPERIENCE AND THEORY

A seminar and workshop program to study theories related to the performance of groups. Participants will have the opportunity to structure learning situations and to engage in participant/observer evaluation of their experi-

ences within these situations.
Staff, Summer Session; *D. S. Abbey*,
Regular Session (after hours)

1108XZ INDIVIDUAL ADULT LEARNING

An examination of the 70% of adult learning efforts that are self-planned; why, what, and how people learn individually; providing better help with their planning and learning. A detailed course description should be obtained from the instructor's secretary.

A. M. Tough, Regular Session
(after hours)

1109X PARENTAL EDUCATION FOR FAMILY LIVING

An examination of the family as it functions as an educational unit in society, a study of the dynamics of family living in relation to the school system, and the planning of programs for education in family living.

D. H. Brundage, Regular Session
(after hours)

1110X BASIC PROCESSES IN FACILITATING ADULT LEARNING

An exploratory course in which the participants will analyze the task of the learning facilitator in order to define the most basic processes he must operate, to build an understanding of the behavior involved in each process, and to relate applicable theory to the processes. Examples of processes might be goal clarifying and converging, choosing and establishing desired learning conditions, designing learning activities, information sharing, being congruent, and risk taking.

Prerequisite: 1101X or permission of the instructor.

V. R. Griffin, Summer Session and
Regular Session (after hours)

1113X THE MATURATION PROCESS AND ADULT LEARNING

A study of adult learning that is derived from research in several social science disciplines. Special emphasis is placed on the changing needs and capacities of adults for learning throughout their life spans, and on optimal learning environments for adults. Application of theory and research to practice in the field is made.

Staff, Summer Session and Regular
Session (after hours)

1114X COMPARATIVE STUDIES IN ADULT EDUCATION: PART I

An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, it provides an introduction to the field of comparative studies, and it considers educational systems in several countries.

Staff, Summer Session; *J. R. Kidd*,
Regular Session (after hours)

1115X COMPARATIVE STUDIES IN ADULT EDUCATION: PART II

For description see 1114X. Students will apply comparative methods to a range of adult educational problems in a number of selected countries.

Prerequisite: Completion of 1114X and permission of the instructor.

J. R. Kidd, Regular Session
(after hours)

**1119X COUNSELING SERVICES IN
POSTSECONDARY AND ADULT
TRAINING SETTINGS**

A course for students with specialization in Adult Education and Counseling and for others with interests in this area. Topics proposed: the university or college and society; issues in postsecondary education; roles of faculty, students, and administration; student participation and activism; relation of counselor to student; confidentiality and records; relation of faculty advising to counseling; relation of counselor to faculty and administration; group counseling; and group activities.

Students will be asked to undertake a project with one of the colleges.

Prerequisite: Permission of the instructor.

R. M. Laxer, Regular Session
(daytime)

**1120X FOUNDATIONS OF ADULT
COUNSELING**

An introductory course that explores the general concepts of counseling. It is designed for general practitioners in adult education and for students specializing in adult counseling.

T. Christie, Summer Session and Regular Session (after hours)

**1121XA PRACTICUM IN ADULT
EDUCATION**

An extended practicum with supervision for students taking 1203 who are enrolled in the Adult Education and Counseling program.

R. M. Laxer, Regular Session
(daytime)

**1121XBZ PRACTICUM IN ADULT
EDUCATION**

A course that provides opportunities for planned, guided, and evaluated field-learning experiences for students in the general adult education program. Staff, Regular Session

**1123X SEMINAR: EDUCATIONAL
APPLICATIONS OF THE
PSYCHOLOGY OF
COMMUNICATION**

Seminar members' interests and disciplines provide the raw material for analysis. Among the topics usually discussed are: verbal and nonverbal systems, language and perception, evaluation of communications, transactional analysis. Participants are urged to conduct a research or evaluation project as part of their study.

D. S. Abbey, Summer Session and Regular Session (daytime)

1125X ADULT BASIC EDUCATION

An examination of the problems and issues of adult basic education in Canada and abroad. The research, methodology, and literature relating to this area of adult education; the relation of adult literacy and basic education to poverty, social change, community education, and human development.

Staff, Summer Session and Regular Session (after hours)

**1130X SOCIAL RESPONSIBILITY AND
THE ADULT EDUCATOR**

This course gives staff and students the opportunity to explore and develop

the role of the adult educator, in the light of prevailing social conditions and problems. Participant directed.
Staff, Summer Session

1152X INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: MASTER'S LEVEL
Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from faculty advisors.

N3102X RESEARCH SEMINAR IN ADULT EDUCATION: DOCTORAL LEVEL
For Ph.D. students in Adult Education who intend to select or design a thesis project during 1972/73. The student may seek helpful reactions and suggestions from the group at various stages of his thinking and planning.
H. W. Huston, Regular Session (daytime)

3107X SOCIAL FOUNDATIONS OF ADULT LEARNING
Social forces bearing upon the need for and content of adult education. A theoretical framework for the provision of education throughout the life of the individual in a rapidly changing, increasingly complex society.
A. M. Thomas, Regular Session (after hours)

3111 PSYCHOLOGICAL DEVELOPMENT DURING ADULTHOOD

A seminar to examine factors involved in the physical and mental development of adults, and the problems encountered at various stages of adulthood. Motivations, interests, developmental tasks, career patterns, and family problems of adults; biological, social, and emotional changes during adulthood; adult intelligence and ability; and implications for the educator and counselor of adults are examined.

Prerequisite: Permission of the instructor.

M. J. Flaherty, Regular Session (daytime)

3152X INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: DOCTORAL LEVEL
Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from faculty advisors.

The following course might also be of interest to students in Adult Education:

1409X EDUCATION, RADICAL CULTURE, AND SELF-HELP: THE HISTORICAL SETTING OF ADULT EDUCATION
(See full course description, Department of History and Philosophy of Education.)

Applied Psychology



Department of Applied Psychology

JOHN C. WEISER, *Ed.D. (Missouri)*

Associate Professor and Chairman of the Department

(counseling psychology; counselor education; process and outcome in counseling)

DAVID HUNT, *Ph.D. (Ohio State)*

Professor and Associate Chairman of the Department

(personality theory; development and measurement; coordination of learning styles and teaching methods; implementation of psychological ideas; teacher training)

SHMUEL M. AVITAL, *Ed.D. (Toronto)*

Associate Professor, cross-appointed from Measurement and Evaluation

CARL BEREITER, *Ph.D. (Wisconsin)*

Professor, cross-appointed to Curriculum

(development of thinking abilities; thinking games; childhood education; educational alternatives)

DAVID W. BRISON, *Ed.D. (Illinois)*

Associate Professor, Coordinator of Research and Development Studies
(administration of educational research and development; group problem-solving skills; restructuring of the educational system)

GERALD A. CASEY, *Ph.D. (Michigan State)*

Associate Professor, cross-appointed to the Educational Clinic
(counseling psychology)

CLIFFORD M. CHRISTENSEN, *Ph.D.*

(Minnesota)

Professor

(counseling psychology; controlling effects of social stimuli)

WILLIAM FOWLER, *Ph.D. (Chicago)*

Associate Professor (on study leave until June 30, 1973)

(cognitive development and learning in infants and preschool children; cognitive style and early reading; day care)

PETER GAMLIN, *Ph.D. (Cornell)*

Assistant Professor, cross-appointed to Special Education and to the Institute of Child Study, University of Toronto
(cognitive development; language comprehension)

ROBERT C. HARRIS, *Ed.D. (Toronto)*

Assistant Professor and Head, OISE Northwestern Centre
(counseling psychology; application of research to educational systems; communication models)

S. B. KENT HENDERSON, *Ph.D. (Toronto)*

Associate Professor
(motivation and learning; second-language learning; research design; remembering)

ROBERT M. LAXER, *Ph.D. (Toronto)*

Professor, cross-appointed to Adult Education
(Canadian studies; adult counseling; group processes; school anxieties; workers' education)

SOLVEIGA MIEZITIS, *Ph.D. (Toronto)*

Assistant Professor, cross-appointed to the Educational Clinic
(school psychology; early childhood education; psycho-educational appraisal; teacher and pupil characteristics and classroom behavior)

HARVEY G. NARROL, *Ph.D. (Indiana)*

Associate Professor
(studies of the use of incentives in classroom learning)

KENNETH G. O'BRYAN, *Ph.D. (Alberta)*

Assistant Professor and Head, OISE Ottawa Valley Centre
(learning and cognition; eye-movement research; psychology and educational practice; perceptual-motor handicaps)

DAVID R. OLSON, *Ph.D. (Alberta)*

Professor
(cognitive development; classroom instruction; psycholinguistics)

LARRY E. PASS, *Ph.D. (Alberta)*

Assistant Professor
(counseling psychology)

CLIFFORD C. PITT, *Ph.D. (Columbia)*

Professor and Assistant Coordinator of Graduate Studies, OISE
(on study leave until July 31, 1973)
(counseling; intellectual assessment; educational provisions for individual differences; psychology in industry; psychological-theological relationships)

JACK QUARTER, *Ph.D. (Toronto)*

Assistant Professor
(youth movement; alternative educational systems)

EDMUND V. SULLIVAN, *Ph.D. (Syracuse)*

Associate Professor
(child development; moral and political ideology and the educational implications; cognition and affect)

OTTO WEININGER, *Ph.D. (Toronto)*

Associate Professor
(personality theory; early emotional attachment and subsequent development; psychodynamics; techniques of diagnosis, psychotherapy and interviewing; functional learning disabilities)

AARON WOLFGANG, *Ph.D. (Oklahoma)*

Associate Professor
(nonverbal communication; concept learning; adjustment of new Canadians)

ASSOCIATED INSTRUCTORS:

F. STANLEY HENDRA, *M.A. (Toronto)*

Head of Guidance, Northern Secondary School, Toronto

ELMER E. HUFF, *M.Ed. (Toronto)*

Coordinator of Guidance, North York Board of Education

UMESH KOTHARE, *M.Ed. (Toronto)*

Counselor, Humber College

BRUCE SINCLAIR, *M.Ed. (Toronto)*

Guidance Consultant, Etobicoke Board of Education

COUNSELING INTERNSHIP SUPERVISORS:

J. CARSON BOCK, *M.A. (Toronto)*

Chief Psychologist, Workmen's Compensation Board Hospital and Rehabilitation Centre

KRYSTYNA DRONSEJKO, *Ph.D. (Waterloo)*

Psychologist, Lakeshore Psychiatric Hospital

KAREN GALBRAITH, *Ph.D. (State University of New York, Buffalo)*

Psychologist, Lakeshore Psychiatric Hospital

BARBARA LANDAU, *Ph.D. (Michigan)*

Chief Psychologist, Juvenile and Family Court

ALAN LONG, *Ph.D. (Louisiana)*

Assistant Director, Psychological Services, St. Michael's Hospital

JOHN MACHRY, *Ph.D. (Ottawa)*

Chief Psychologist, C. W. Hincks Treatment Centre

JOHN MCLACHLAN, *Ph.D. (Toronto)*

Psychologist, Donwood Foundation

DANIEL PAITICH, *Ph.D. (Toronto)*

Chief Psychologist, Forensic Unit, Clarke Institute of Psychiatry

JON PLAPP, *Ph.D. (Washington)*

Psychologist, C. W. Hincks Treatment Centre

REGINALD REYNOLDS, *Ph.D. (Waterloo)*

Psychologist, Lakeshore Psychiatric Hospital

PIUS RIFFEL, *Ph.D. (Fordham)*

Director, Psychological Services, St. Michael's Hospital

HARVEY A. SILVER, *Ph.D. (State University of New York, Buffalo)*

Chief of Counseling, Development and Agency Relations, Department of Manpower and Immigration, Ontario Region

PROGRAMS OF SPECIALIZATION

The Department of Applied Psychology offers specialized programs in the following areas:

1. Educational Psychology
2. Guidance and Counseling
3. School Psychology

General Note:

It is hoped that a substantial number of M.A. and Ph.D. candidates in the Department of Applied Psychology

will hold Student Financial Awards with a Graduate Assistantship component. These provide supervised experience in formulating research hypotheses and training in research methodology.

Where possible, it is desirable that the student wishing to enter any of the programs offered by the department consult with staff members to explore the student's suitability and to consider possible modification of the program to meet individual needs.

1. EDUCATIONAL PSYCHOLOGY

The M.A. and Ph.D. with specialization in Applied Psychology (Educational Psychology Option) are intended to prepare students for careers in teaching and educational research with a psychological orientation, in research institutes, faculties of education, school board research departments, and other research settings.

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY OPTION)

Admission to the M.A. program ordinarily requires preparation equivalent to a University of Toronto four-year B.A. degree. In addition to the thesis, the regular M.A. program consists of the following courses:

- | | |
|------|--|
| 1234 | Introduction to Psychological Analysis of Educational Problems |
|------|--|

- 1235X Research Methods in Educational Psychology
- 1252K Individual Reading and Research in Applied Psychology: Selected Educational Problem 1
- 1252XL Individual Reading and Research in Applied Psychology: Selected Educational Problem 2

Residence requirement for the M.A. degree is one year.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY OPTION)

Students intending to proceed to the doctoral degree should normally enter at the University of Toronto four-year B.A. level and undertake the three-year course, the first year of which was described under the heading Master of Arts with Specialization in Applied Psychology (Educational Psychology Option). However, a limited number of outstanding students holding an appropriate master's degree will be admitted to the second year of the doctoral program.

In addition to the doctoral thesis and other requirements for the Ph.D., described on pages 23 to 25, the program for the second and third years presently consists of eight half-courses as follows:

- (a) A major, consisting of one of the 3200 series seminars, plus one or two other supporting half-courses, making up a total of at least three half-courses in one of the following areas: learning and cognitive processes, motivation,

developmental psychology, social psychology.

(b) A first minor, normally consisting of two appropriate half-courses within the Department of Educational Theory.

(c) A second minor, ordinarily consisting of a full course in another department of the School of Graduate Studies. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department, or, under exceptional circumstances, in another department of OISE.

2. GUIDANCE AND COUNSELING

MASTER OF EDUCATION WITH SPECIALIZATION IN GUIDANCE AND COUNSELING

The purpose of this program is to help meet the increasing need for well-prepared practitioners in the field of guidance and counseling. By agreement with the Ontario Department of Education, certificated and experienced teachers in Ontario, who pursue a degree of Master of Education with specialization in Guidance and Counseling, may thereby fulfill the academic requirements for the Province of Ontario Specialist Certificate in Guidance. Further information is available in the circular "Routes to School Guidance Certification," obtainable from the Ontario Department of Education, Mowat Block, Queen's Park, Toronto 182.

In addition to the general requirements detailed on pages 20 to 21, admission to the M.Ed. program with specialization in Guidance and Counseling ordinarily requires a background as follows:

(a) A course in child and/or adolescent development and two additional courses in the social sciences, one of which must be beyond the introductory level. Courses must have been completed within the last ten years.

or

(b) Satisfactory completion of a program of qualifying work at the Institute. This program will ordinarily include a half-course in child and adolescent development (1201X) and a half-course in educational psychology (1200X).

or

(c) The Ontario Specialist Certificate in Guidance.

In determining the prerequisites and course options, consideration is given to Ontario Guidance certificates that an applicant may hold already. Holders of the Elementary and Intermediate certificates are not required to take course 1260X. Holders of the Specialist Certificate are not required to take courses 1260X and 1261X. All degree programs consist of a minimum of eight half-courses, regardless of the certificates held. For students who do not wish to obtain an Ontario Guidance Certificate, course 1261X is optional.

Students are advised to check prerequisites for each course before making out their program planning

sheets, so that they can arrange for courses in an appropriate sequence. Prerequisites are listed with the course descriptions at the end of this section of the Bulletin.

The normal requirements of the program include the following:

- 1202X Theories and Techniques of Counseling
- 1203 Practicum in Counseling
- 1260X Foundations of Guidance and Counseling
- 1261X Group Work in Guidance
- 1266X Theories of Vocational Development
- 1611X Essentials of Psychological Testing for Guidance Personnel

Suggested options include the following:

- 1204X Introduction to Personality Theory as Applied to Education
- 1205X Individual Intellectual Assessment
- 1206X Seminar: Learning and Cognitive Processes in Education
- 1209X Seminar: Social Psychology and Education
- 1217X Behavior Modification Techniques, with Practicum
- 1262X Organization and Administration of Guidance Services
- 1267 Advanced Practicum in Counseling

Options available from the course listings in other OISE departments:

- 1284X Behavior Disorders in Relation to Education
- 1013X Supervisory Relationships

1113X The Maturation Process and Adult Learning

1302X Innovations in Curriculum and Instruction in the Elementary School

1660X Introduction to Empirical Research in Education

1666X Elements of Statistics

Other appropriate courses and seminars may be selected.

The student's selection of the preceding optional half-courses is subject to the approval of his advisor and should take into account his background strengths and weaknesses, future goals, and the need for a coherent sequence of courses.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION AND COUNSELING

For full details of this program, see page 31 in the Department of Adult Education.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (COUNSELING PSYCHOLOGY OPTION)

This program is designed primarily for persons who desire to assume a leadership role in counseling psychology in Canadian education. Graduates of this program will be prepared to assume positions as faculty members in schools, colleges, and institutes of education; to work with school systems as coordinators of guidance; to act as specialists in in-service training and as staff members

in agencies offering psychological services; to function as counseling psychologists on the staff of counseling centers in colleges and universities. In accordance with these goals, the program could be described as being educationally rather than clinically oriented, to the extent that such a distinction can be made.

The admission requirements are similar to those for the Master of Arts degree with specialization in Applied Psychology (Educational Psychology Option). The program has a minimum residence requirement of three years for students entering with a four-year University of Toronto B.A. in Psychology, or equivalent. Normally, students will be able to complete the degree within the three-year period. However, individual differences in background and progress, as well as the decision to pursue a particular area of interest in greater depth, might extend the period of study.

The three years of residence include three academic years of full-time study and considerable time spent in internships. The latter usually involves at least two full-time paid internships during the summer as well as several part-time internships during the winter.

Programs are individually designed by the student and his advisor to insure adequate coverage of necessary areas of competency. The full-time internships during the summer, and part-time internships during the regular academic years, will be planned to supplement course work, help students integrate theory with practice, and provide some specialization appropriate to the student's major interest.

First Academic Year

The program for the academic year normally consists of six half-courses to be chosen from the following:

COUNSELING:

- 1202X Theories and Techniques of Counseling
- 1203 Practicum in Counseling
- 1215X Seminar: Group Processes
- 1266X Theories of Vocational Development
- 1611X Essentials of Psychological Testing for Guidance Personnel

EDUCATIONAL PSYCHOLOGY:

- 1206X Seminar: Learning and Cognitive Processes in Education
- 1207X Seminar: Motivation in Education
- 1209X Seminar: Social Psychology and Education
- 3200X Research Seminar in Learning and Cognitive Processes
- 3207X Research Seminar in Child Development
- 3212X Seminar in Intrinsic Motivation

SCHOOL PSYCHOLOGY:

- 1205X Individual Intellectual Assessment
- 1217X Behavior Modification Techniques, with Practicum
- 1222X Theories of Behavior Modification
- 1224X Personality and Atypical Behavior in Children
- 1225X Practicum in Diagnostics and Psychotherapy

STATISTICS AND RESEARCH:

- 1235X Research Methods in Educational Psychology
- 1666X Elements of Statistics
- 3666X Intermediate Statistics and Research Design

Second and Third Academic Years and Summers

In addition to the doctoral thesis and other requirements for the Ph.D. degree described on pages 23 to 25, the program for the second and third years consists of the following:

(a) A major, comprising:

- 3215X Seminar in Counseling Psychology: Part I
- 3216X Seminar in Counseling Psychology: Part II
- 3217X Practicum in Counseling Psychology
- 3218X Research Seminar in Counseling

Plus:

- (b) 3666X Intermediate Statistics and Research Design, or equivalent

(c) A first minor, generally consisting of two half-courses in either Educational Psychology or School Psychology.

(d) A second minor, ordinarily consisting of one full course taken outside the Institute in some other department of the School of Graduate Studies. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

3. SCHOOL PSYCHOLOGY

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (SCHOOL CONSULTANT OPTION)

This program is designed to prepare students for careers in psychological services in the schools. Graduates of the program will be qualified to act as school consultants in the detection and solution of psycho-educational problems, including the diagnosis and treatment of learning and adjustment problems in school settings.

Admission to the M.A. program ordinarily requires a preparation equivalent to the University of Toronto four-year B.A. degree, with a concentration in Psychology. If the student meets the basic admission criteria but does not have a concentration in Psychology, he should contact the Department of Applied Psychology to determine the suitability of his enrolling in this program.

The program normally requires a minimum residence period of one academic year and two summers.

The following is a list of the normal requirements, within which the student and his advisor devise an individualized program that takes into account the student's background and preferences, departmental rules, requirements already met, and course availability:

- (a) The School Consultant Program requires the completion of a minimum of nine half-courses and the submission of a satisfactory master's thesis.
- (b) The nine half-courses to be selected

will comprise a maximum of six required half-courses and a minimum of three half-course options, selected as follows:

- All students are ordinarily required to take 1211, Seminar and Practicum in School Psychology (two half-course credits), and 1216X, Psycho-Educational Appraisal.
- The student must also choose at least two half-courses from the following list, in order to gain theoretical and practical competences in the area of behavior management:

- 3217X Seminar and Practicum in Counseling Psychology
- 1217X Behavior Modification Techniques, with Practicum. The practicum for this course will usually be arranged within the context of 1211.
- 1222X Theories of Behavior Modification. Offered every second year (Prerequisite: 1217X)
- 1224X Personality and Atypical Behavior in Children
- 1225X Practicum in Diagnostics and Psychotherapy. This will provide a practicum in diagnostics and/or psychotherapy for a limited number of school psychology students who are also enrolled in 1224X.
- 1666X Elements of Statistics. Many students will be excused from taking this course because of their having satisfactory substitutes already on their university records.

The student may fulfill the remainder of his program with one or more of the courses in the list preceding, or any of the courses in the Department of Applied Psychology for which he has the prerequisites, and in which there are places. The student may also choose to take OISE courses outside of the Department of Applied Psychology.

(c) There are a few restrictions concerning the choice of optional courses:

- A maximum of two OISE courses may be chosen from outside the Department of Applied Psychology.
- Not more than one individually arranged 1252X course may be taken by each student. This is a reading course that student and professor plan together on an individualized basis; this rule does not apply to formal course offerings, such as 1252XJ.
- The student must take at least nine half-courses at OISE but, if his background permits, he may be able to substitute even further for some of the foregoing requirements.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (SCHOOL PSYCHOLOGY OPTION)

This program is intended to prepare a person to help in the solution of practical psycho-educational problems (see Master of Arts with Specialization in Applied Psychology, School Consultant Option), as well as to be active in applying psychological principles to the total school situation. A graduate of this program would

probably find himself in a position of greater administrative responsibility than would a graduate of the master's program. He would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. This is a more extensive and intensive preparation than is usually the case for positions requiring the master's degree.

Admission to a Ph.D. degree ordinarily requires a preparation equivalent to the University of Toronto four-year B.A. degree, with a concentration in Psychology. If the student meets the basic admission criteria but does not have a concentration in Psychology, he should contact the Department of Applied Psychology to determine the suitability of his enrolling in this program.

Students intending to proceed to the doctoral degree should normally enter at the University of Toronto four-year B.A. level, or equivalent, and undertake the three-year course, the first year of which was described under the heading Master of Arts with Specialization in Applied Psychology (School Consultant Option). However, a limited number of outstanding students holding an appropriate master's degree will be admitted to the second year of the doctoral program.

The combined master's and doctoral program normally requires a minimum residence period of three academic years and four summers. Candidates will ordinarily begin the program in the Summer Session (July–August) prior to the opening of the regular academic year.

The following is a list of the normal course requirements, within which the student and his advisor devise an individualized program that takes into account the student's background and preferences, departmental rules, requirements already met, course availability, and internship placements:

First Year

This is the same as the first year of the M.A. program (School Consultant Option). See page 46.

Second Year

(a) A major:

3202X Advanced Practicum in
School Psychology

3666X* Intermediate Statistics and
Research Design, or equivalent

Three half-course options, at least two
of which should be from the 3000
series in Applied Psychology.

(b) A first minor:

1203* Practicum in Counseling
or

3217X Seminar and Practicum in
Counseling Psychology

Occasionally, students may be able to
select two other related OISE half-
courses as a first minor.

(c) A second minor, consisting of a
full course, or two half-courses, taken
outside of OISE in another department
of the School of Graduate Studies. In
some cases, students may be allowed
credit for the second minor on the
basis of appropriate graduate courses
already completed in some other
university department.

Note: Students entering the second
year of the Ph.D. program with no

school experience will be expected to
participate for credit in course 1211,
Seminar and Practicum in School
Psychology. In such cases, course
3202X will be taken in the third year
of the program.

Third Year

(a) Supervised internship in a school
setting (minimum of three days per
week).

(b) One half-course option from the
3000 series in Applied Psychology.

(c) One half-course option selected in
consultation with the advisor.

(d) Any options desired by the student,
or courses deemed necessary by the
faculty advisor.

Additional Requirement
Dissertation**

MASTER OF EDUCATION FOR SPECIAL PURPOSES

The Department of Applied
Psychology will accept candidates for
this degree only under exceptional
circumstances. Before being accepted
as a candidate for this degree, a
student's program must be approved by
the Department of Applied Psychology.

* Courses common to the Counseling
and School Psychology programs.

** While there are more courses in this
program than in some other doctoral
programs, it should be noted that at least
three of the courses provide definite
opportunities for developing a dissertation
problem, for reviewing relevant literature,
and for collecting preliminary data.

OCCASIONAL STUDENTS IN THE DEPARTMENT OF APPLIED PSYCHOLOGY

M.Ed. students not enrolled in the regular programs already described may, by arrangement with the Department of Applied Psychology, enroll in a maximum of two half-courses. In exceptional cases, a student may enroll in more than two half-courses by arrangement with his advisor, the Department of Applied Psychology, and the instructor of the course under consideration.

COURSES

A course is identified with this department when the first two digits in the course number are 12 or 32.

Exceptions to this system are course numbers in the 1280s, 1290s, 3280s, and 3290s; all of these are now in the Department of Special Education.

1200X INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

Analysis and application of principles of learning, motivation, and social behavior in school situations.

Staff, Summer Session and Regular Session

1201X CHILD AND ADOLESCENT PSYCHOLOGY

The factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. The preventive and remedial phases of mental health.

Staff, Summer Session and Regular Session

1202X THEORIES AND TECHNIQUES OF COUNSELING

An appraisal of current theories of counseling, with special emphasis on the social-learning approach. Particular attention will be given to issues of problem definition, goal specification, and behavior change procedures.

Prerequisites: 1260X, plus two additional courses.

L. E. Pass and staff, Summer Session and Regular Session

1203 PRACTICUM IN COUNSELING

Sequenced skill training, including extensive counseling simulation with video feedback, followed by closely supervised counseling experience in a school or agency setting.

Prerequisites: 1260X, plus two additional courses.

L. E. Pass and staff, Summer Session and Regular Session

1204X INTRODUCTION TO PERSONALITY THEORY AS APPLIED TO EDUCATION

The relation between personality theory and research, and theory and research in other areas of psychology; an examination of the structure and dynamics of personality as found in three or four of the major contemporary theories – in dynamic theories, cognitive theories, behavior theories, etc.; particular consideration of the relevance of these to the teacher-pupil and administrator-teacher relationships.

Staff, Regular Session (not offered in 1972/73)

1205X INDIVIDUAL INTELLECTUAL ASSESSMENT

Theories of intelligence; the administration and interpretation of the Revised Stanford-Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; an introduction to some other tests of intellectual abilities. Includes a practicum in test administration.

Prerequisite: Permission of the instructor.

Staff, Regular Session

1206X SEMINAR: LEARNING AND COGNITIVE PROCESSES IN EDUCATION

Learning theories and their relevance and comparison of current theories and research on cognitive processes.

K. G. O'Bryan, Regular Session

1207X SEMINAR: MOTIVATION IN EDUCATION

An examination of contemporary theories on motivation, including neuro-physiological and psychological studies related to arousal and activation, and current research on curiosity, conflict, frustration, and aggression.

S. B. K. Henderson, Regular Session

1208X SEMINAR: PERSONALITY DEVELOPMENT IN RELATION TO EDUCATION

An examination of research into various aspects of personality and behavior modification, including studies of psychotherapy and conditioning therapies.

Staff, Regular Session (not offered in 1972/73)

1209X SEMINAR: SOCIAL PSYCHOLOGY AND EDUCATION

Research and theory in social influence processes. Behavior in the presence of others (audience and co-action effects, imitative behavior, etc.); interpersonal influence (conformity, influencibility, communication in groups, etc.); group processes (group atmosphere, group productivity, etc.). No prerequisites.

Available to students in all OISE programs.

Staff, Regular Session

1211 SEMINAR AND PRACTICUM IN SCHOOL PSYCHOLOGY

The examination and discussion of professional relations in schools, ethical considerations, and the strategies of applying psychological principles to educational problems in the school.

Practicum in the schools, one day per week. Open only to students enrolled in the School Psychology program.

H. G. Narrol, *S. Mieztis*, and *O. Weininger*, Regular Session

1215X SEMINAR: GROUP PROCESSES

This is a year-long advanced course for Ph.D. students in Counseling Psychology; other students may be admitted with the permission of the instructor. Personal participation and the development of interpersonal skills will receive major emphasis, especially as these relate to theoretical and professional issues in counseling practice.

Staff, Regular Session

1216X PSYCHO-EDUCATIONAL APPRAISAL

Theory and practicum in psychological assessment techniques applied in school settings. Individual intelligence testing, with emphasis on the Wechsler Intelligence Scale for Children and the Stanford-Binet, on tests of specific cognitive and perceptual dysfunction, and on assessment of atypical children. Primarily for students in the School Psychology program.

S. Miezitis, Regular Session
(not offered in 1972/73)

1217X BEHAVIOR MODIFICATION TECHNIQUES, WITH PRACTICUM

Seminar and practicum instruction in appropriate use of behavior modification techniques for managing classroom behavior problems and scholastic difficulties. Under supervision, each student will perform, and later supervise, a number of behavior modification projects.

Prerequisite: Permission of the instructor.

H. G. Narrol, Regular Session

1222X THEORIES OF BEHAVIOR MODIFICATION

A number of approaches to behavior change – including new and traditional, verbal and nonverbal approaches – will be surveyed in an attempt to interpret and reconcile them within a reinforcement-learning model. The application of these approaches within the educational system will also be discussed. Open only to doctoral students in Applied Psychology.

Prerequisite: 1217X.

H. G. Narrol, Regular Session

(offered in 1972/73 and alternate years)

1224X PERSONALITY AND ATYPICAL BEHAVIOR IN CHILDREN

Consideration of the meaning of atypical behavior in children, focusing on its origin, characteristics, social and educational consequences, and on its amenability to change. These aspects will be examined against the background of the broad range of normal personality development from the preschool period through adolescence. Open only to students enrolled in the School Psychology program.

O. Weininger, Regular Session

1225X PRACTICUM IN DIAGNOSTICS AND PSYCHOTHERAPY

A practicum in diagnostics and/or psychotherapy, to be planned for each student in consultation with the professor.

Prerequisite: 1224X.

O. Weininger, Regular Session

1234 INTRODUCTION TO PSYCHOLOGICAL ANALYSIS OF EDUCATIONAL PROBLEMS

A model is presented for the analysis of educational problems, as to the effects of educational environments on individual learners in the accomplishment of specific educational objectives. Several selected psychological theories, relevant to education, are considered in relation to this model. Presentations of their current research programs are made by faculty members. The objectives are to provide the students with a generic skill in the psychological

analysis of educational problems, and to acquaint them with some specific psychological approaches that might be applied. For all first-year students in Educational Psychology; otherwise permission of the instructor.

D. Hunt and E. V. Sullivan, Regular Session

1235X RESEARCH METHODS IN EDUCATIONAL PSYCHOLOGY

A seminar course to provide a background in basic research skills for students of educational psychology. Topics will include research designs, statistical models for data analysis, methods of data gathering, and computer usage. Specific research reports are studied in order to illustrate the translation of theoretical statements into hypotheses and research designs.

S. B. K. Henderson, Regular Session

1252X INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1252XJ INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: THE SCHOOL AS AN ENVIRONMENT

The organization of the school – the patterns and dynamics of school operation – and its goals and traditions; the complexity of introducing change;

the understanding of and sensitivity to the relations within a school and a school system; the lines of communication; the introduction of curriculum; and so on. Attention will also be given to the rationale underlying the present elementary school curriculum, modern developments in curriculum, past and present classroom practices, and recent innovations in education: computer-assisted instruction, individually prescribed instruction, etc. Open only to students enrolled in the School Psychology program.

Staff, Summer Session and Regular Session (not offered in 1972/73)

1252K INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: SELECTED EDUCATIONAL PROBLEM 1

For first-year M.A. and Ph.D. students in Educational Psychology.

Prerequisite: 1234.

Staff, Regular Session

1252XL INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: SELECTED EDUCATIONAL PROBLEM 2

For first-year M.A. and Ph.D. students in Educational Psychology.

Prerequisite: 1234.

Staff, Regular Session

1260X FOUNDATIONS OF GUIDANCE AND COUNSELING

Philosophical issues related to guidance and counseling decisions are debated, discussed, and evaluated. Counseling theories are evaluated and related to elementary and high school situations.

Counselor aids in detecting student maladjustment and ways of dealing with crisis situations are examined. Experimental approaches in counseling are discussed, and students actually design experiments for potential use in investigating counseling problems, or for programs related to their jobs. The impact of nonverbal communication on the counselor-student relationship is examined.

A. Wolfgang, Summer Session and Regular Session

1261X GROUP WORK IN GUIDANCE

Presentation of models of group work processes, as well as of current theory applicable to group work in guidance. Students will be expected to develop a catalog of skills and ideas useful in the school setting, and to develop communication skills essential to group work.

Prerequisite: 1260X.
Staff, Summer Session and Regular Session

1262X ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES

A course for professional guidance workers that examines principles, problems, and procedures in the organization and administration of guidance services in a single elementary or secondary school, in a municipal or provincial system, and in a constellation of schools within such a system. Particular attention will be given to such topics as the functions of school personnel in guidance; in-service training; integration of school and community resources; coordination of

elementary, secondary, and post-secondary school programs; guidance-testing programs; information services; placement and follow-up activities.

Prerequisites: 1260X, or Ontario Elementary Guidance Certificate, and 1261X, 1202X, 1203, and 1611X (or equivalent courses).

E. E. Huff, Summer Session and Regular Session

1266X THEORIES OF VOCATIONAL DEVELOPMENT

A study of current research and literature regarding vocational choice. Students will compare their personal theories with those of others and relate their thinking to their recognition of societal attitudes and values.

U. Kothare, Summer Session and Regular Session

1267 ADVANCED PRACTICUM IN COUNSELING

A continuation of 1203, designed primarily for M.Ed. students.

Prerequisites: 1202X, 1203, and permission of the instructor.
Staff, Summer Session

Research seminars at the doctoral level:

The following research seminars are intended primarily for doctoral students in the Department of Applied Psychology. M.A. students may enroll in 3207X and 3208X. Basic research in the area of specialization is reviewed with a special emphasis on the formulation of testable hypotheses that might lead to a contribution to the field of educational psychology.

**3200X RESEARCH SEMINAR IN
LEARNING AND COGNITIVE
PROCESSES: PART I**

D. R. Olson, Regular Session

**3201X RESEARCH SEMINAR IN
LEARNING AND COGNITIVE
PROCESSES: PART II**

D. R. Olson, Regular Session
(not offered in 1972/73)

**3202X ADVANCED PRACTICUM IN
SCHOOL PSYCHOLOGY**

Second-year students, under faculty supervision, will supervise first-year students in the 1211 practicum. In addition, students will undertake advanced consultative and research projects involving the broad application of psychological principles to the school situation. Open only to doctoral students in School Psychology.

Prerequisite: 1211.

*H. G. Narrol, S. Mieztis, and
O. Weininger*, Regular Session

**3206X RESEARCH SEMINAR IN
COGNITIVE DEVELOPMENT AND
LEARNING IN EARLY CHILDHOOD**

An intensive focus on cognitive processes and developmental learning in infancy and early childhood. Discussed are concepts, methods, issues, and problems of research, and the development of educational methods and programs for young children. Review papers are included, also empirical work on problems and the development of materials, methods, and measures in relation to ongoing infant day care and/or preschool programs.
Staff, Regular Session

**3207X RESEARCH SEMINAR IN CHILD
DEVELOPMENT**

A comprehensive course in child development, from infancy through youth, with consideration of the life cycle. There is discussion of all aspects and, depending partly on interest, a range of problems with central emphasis on cognitive-developmental learning orientation. Review papers, design and empirical projects.
Staff, Regular Session

**3208X RESEARCH SEMINAR IN
ADOLESCENT DEVELOPMENT**
Staff, Regular Session (not offered in
1972/73)

**3209X RESEARCH SEMINAR IN
COGNITIVE AND LANGUAGE
DEVELOPMENT**

D. R. Olson, Regular Session

**3210X RESEARCH SEMINAR IN SOCIAL
PSYCHOLOGY IN EDUCATION:
PART I**

Primarily concerned with research and theory in persuasive communication and attitude change. Selected topics in this field, and their application to education, are studied.
Staff, Regular Session

**3211X RESEARCH SEMINAR IN SOCIAL
PSYCHOLOGY IN EDUCATION:
PART II**

Prerequisite: 3210X.
Staff, Regular Session (not offered in
1972/73)

**3212X SEMINAR IN INTRINSIC
MOTIVATION**

Prerequisite: 1207X.
S. B. K. Henderson, Regular Session

3213X RESEARCH SEMINAR IN
MOTIVATION IN EDUCATION

Prerequisite: 3212X.

Staff, Regular Session (not offered in 1972/73)

3215X SEMINAR IN COUNSELING
PSYCHOLOGY: PART I

For students in the Ph.D. program in Counseling Psychology. A continuation of studies begun in 1202X. To be taken concurrently with 3216X.

Prerequisite: 1202X, or equivalent.

C. M. Christensen, Regular Session

3216X SEMINAR IN COUNSELING
PSYCHOLOGY: PART II

To be taken concurrently with 3215X.

C. M. Christensen and *R. M. Laxer*,
Regular Session

3217X PRACTICUM IN COUNSELING
PSYCHOLOGY

Staff, Regular Session

3218X RESEARCH SEMINAR IN
COUNSELING

Staff, Regular Session

3220X ANALYSIS OF LEARNING TASKS
(cross-listed with the
Department of Curriculum)

Analysis at both the theoretical and practical levels of what has been learned and what should be learned in order to reach stipulated educational objectives. Social learning, emotion, motor skills, cognitive skills, and formal school material are analyzed. The relevance of psychological theory to this process is examined.

Prerequisite: Permission of the instructor.

C. Bereiter, Regular Session

3221X PROCESS STRUCTURE,
INDIVIDUAL DIFFERENCES,
AND INSTRUCTION IN
THINKING

In this seminar course, an attempt will be made to consider the processes involved in human learning, cognition, and problem-solving from various theoretical points of view and to review and devise methods of measuring individual differences in these processes. It is anticipated that special emphasis will be given to the definition of problem-solving, to individual differences in problem-solving, and to factors contributing to differences among individuals. Students will be expected to participate actively in preparing papers for the seminar and to present at least one paper each for critical discussion.

Staff, Regular Session (not offered in 1972/73)

3235X QUANTITATIVE METHODOLOGY
IN EDUCATIONAL PSYCHOLOGY

The aim of the course is to provide a conceptual basis for and discussion of the principles, use, and research implications of modern quantitative theories and methods in psychology and education. The content of the course may be viewed either as a series of technical procedures, or as a variety of ways of attacking research in a number of areas. Each of the problem areas would normally be discussed in relation to particular experimental work, the choice being dependent on the interests of the students taking the course.

Staff, Regular Session (not offered in 1972/73)

3240X PROJECTIVE TECHNIQUES

An advanced course in verbal and nonverbal projective techniques.

O. Weininger, Regular Session

3241X ADVANCED PRACTICUM IN
DIAGNOSTICS AND
PSYCHOTHERAPY

Prerequisite: 1225X.

O. Weininger, Regular Session

3252X INDIVIDUAL READING AND
RESEARCH IN APPLIED

PSYCHOLOGY: DOCTORAL LEVEL

Description as for 1252X, but at the doctoral level.

The following course might also be of interest to students in Applied Psychology:

1307X THE LEARNING OF
MATHEMATICAL CONCEPTS
(See full course description,
Department of Curriculum.)

Computer Applications



Department of Computer Applications

LESLIE D. MCLEAN, *Ph.D. (Wisconsin)*
*Associate Professor and Chairman
of the Department*
(data analysis; evaluation; research
on learning)

STACY CHURCHILL, *Ph.D. (London)*
*Associate Professor and Assistant
Coordinator of Research and
Development Studies*
(computer-assisted instruction in
second-language learning; computer
uses in educational administration)

ROBERT W. B. JACKSON, *Ph.D. (London),
LL.D. (Alberta), F.R.S.S., F.C.P.*
Professor and Director of OISE
(application of statistics to educational
problems; school finance; use of
computers in education)

JOHN S. KATZ, *Ed.D. (Harvard)*
*Assistant Professor, cross-appointed
from Curriculum*

ROBERT S. MCLEAN, *Ph.D. (Carnegie-
Mellon)*
Assistant Professor
(computer technology; curriculum uses
of computers; experimental control-
simulation; NRC-OISE educational
computer systems project)

WILLIAM P. OLIVIER, *Ph.D. (Texas)*
Assistant Professor
(development of materials for mathe-
matics computer-assisted instruction;
development of computer-assisted
instruction systems and languages;
research in learner-controlled
computer-assisted instruction)

RONALD G. RAGSDALE, *Ph.D. (Wisconsin)*
Associate Professor
(research in computer technology;
computer-controlled learning aids)

FREDERICK B. RAINSBERRY, *Ph.D.*
(Michigan State)
*Professor, cross-appointed from
Curriculum*

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
*Assistant Professor, cross-appointed
from Measurement and Evaluation*

ASSOCIATED INSTRUCTOR:

DOUGLAS G. CRAWFORD, *Ph.D. (Toronto)*
*College of Education, University of
Toronto*

PROGRAMS OF SPECIALIZATION

Programs leading to the M.Ed., M.A.,
or Ph.D. degrees with specialization
in Computer Applications are worked
out for individual students.

Many students concentrate on
applications of computer technology
to education, but some pursue
programs emphasizing instructional
technology. Courses associated with
the latter specialization include 1500X,
1501X, 1502X, and 1505X. Related
courses include 1340X, 1341X, and
3340.

Students will have an opportunity
to work on research projects either
in the department's computer-based
laboratory or in the field, where a

number of innovative projects are under way.

The department's program is designed to prepare candidates for careers in teaching and in directing the use of computers in education. The program is intended to develop skills in pure and applied research pertaining to computer applications in education and the management of individualized learning systems.

The long-term goal of the departmental program is to contribute to a better understanding and more effective use of technology in teaching and learning.

Ph.D. candidates may select their outside minor according to their interests and background. It is generally expected, however, that students specializing in computer technology will select their outside minor from the Department of Computer Science, University of Toronto.

COURSES

A course is identified with this department when the first two digits in the course number are 15 or 35.

1500X COMPUTERS AND INDIVIDUALIZED INSTRUCTION

An examination of the rationale for individualized instruction and its psychological and general methodological bases will be followed by consideration of the role of computers in realizing individualization. Staff, Summer Session and Regular Session (after hours)

1501X COMPUTER-GUIDED INSTRUCTION

Theory, practice, and current research in the use of computers to guide instruction. Specific topics change each year.

Prerequisite: 1503X.

W. P. Olivier, Regular Session
(after hours)

1502X INTRODUCTION TO INSTRUCTIONAL TECHNOLOGY

Emphasis is placed on the description and examination of processes involved in the development of instructional specifications, materials, and strategies for the achievement of specific instructional purposes.

D. G. Crawford, Regular Session
(after hours)

1503X INTRODUCTION TO COMPUTER APPLICATIONS IN EDUCATION

Basic principles of batch and time-sharing systems will be presented, and experience in programming will be given in some widely used problem-solving languages. In the OISE Educational Computer Laboratory, students will learn first-hand some of the possible applications of computer graphics, text manipulation, simulation of cognitive processes, and information retrieval.

L. D. McLean, Summer Session and Regular Session (after hours)

1505X INSTRUCTIONAL PROGRAMMING

The application of principles derived from computer-assisted instruction and programmed instruction to the selection and development of instructional materials.

61 DEPARTMENT OF COMPUTER APPLICATIONS

Prerequisite: 1503X.

W. P. Olivier, Summer Session and Regular Session (after hours)

1510X COMPUTER APPLICATIONS TO RESEARCH PROBLEMS (cross-listed with the Department of Educational Planning)

A study of computer applications to education, beginning with current OISE research and development projects. Additional topics will be chosen from applications not seen in current projects.

Prerequisite: 1503X.

S. Padro and *R. G. Ragsdale*, Regular Session (after hours)

1515X COMPUTERS IN THE CURRICULUM (cross-listed with the Department of Curriculum)

A survey of computer applications in the classroom. Student use of computers to solve numerical problems in subjects such as mathematics and physics, and to employ non-numeric techniques in the humanities and social sciences; discussion of simulation as a curriculum tool; the computer as a subject in secondary schools.

Prerequisite: 1503X.

R. S. McLean, Summer Session and Regular Session (after hours)

1520X PROCESSING EDUCATIONAL DATA
Principles of designing studies and data analysis using FORTRAN programs will be emphasized through application of methodology to research in a number of areas including the fundamentals of system design and the extraction and evaluation of management information.

Prerequisites: 1503X and 1666X.

M. W. Wahlstrom, Summer Session and Regular Session (after hours)

1525X THE COMPUTER IN EDUCATIONAL ADMINISTRATION (cross-listed with the Departments of Educational Administration and Educational Planning)

No previous computer experience required. The principles of systems analysis as applied to educational systems. Computer installation: from the feasibility study through system debugging. System design principles for financial and administrative applications. Problems of the classroom computer.
Staff, Summer Session and Regular Session (after hours)

1552XZ INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

3500X RESEARCH SEMINAR IN INTERACTIVE SYSTEMS FOR EDUCATION

A critical review of the literature relevant to the design, implementation, and validation of interactive systems for education. Consideration of systems now in operation or proposed.

Prerequisite: 1503X.
Staff, Regular Session

**3535X SIMULATION MODELS OF
COGNITION AND LEARNING**

The conceptual foundations of computer models of the processes involved in cognition and learning. Constructing models from psychological data; implementation of models on digital computers; evaluation of model performance.
R. S. McLean, Regular Session
(alternate years; not offered in 1972/73)

**3552XZ INDIVIDUAL READING AND
RESEARCH IN COMPUTER
APPLICATIONS: DOCTORAL
LEVEL**

Description as for 1552X, but at the doctoral level.

**3556XZ RESEARCH SEMINAR ON
INFORMATION PROCESSING IN
EDUCATION**

A seminar for selected graduate students and interested faculty members for the discussion of special topics such as information retrieval, computer-based instruction systems, and educational information systems.
R. G. Ragsdale, Regular Session

The following courses might also be of interest to students in Computer Applications:

**1340X AUDIOVISUAL COMMUNICATION
IN TEACHING AND LEARNING**
(See full course description,
Department of Curriculum.)

**1341X THE PHILOSOPHICAL STUDY OF
MEDIA IN EDUCATION**
(See full course description,
Department of Curriculum.)

**3340 RESEARCH SEMINAR IN THE
PHILOSOPHY OF
COMMUNICATION AND
INSTRUCTIONAL TECHNOLOGY**
(See full course description,
Department of Curriculum.)

**1704X QUANTITATIVE METHODOLOGIES
OF EDUCATIONAL PLANNING**
(See full course description,
Department of Educational
Planning.)

**1909X PRACTICAL PROBLEMS IN
EDUCATIONAL INNOVATION**
(See full course description,
Department of Sociology in
Education.)

Curriculum



Department of Curriculum

RALPH GARRY, *Ph.D. (Stanford)*

Professor and Chairman of the Department

(psychology of learning; personal and social development of children; curriculum and school program development; process of change and innovation in schools)

CARL BEREITER, *Ph.D. (Wisconsin)*

Professor, cross-appointed from Applied Psychology

EDMUND BRENT, *Ph.D. (Cornell)*

Assistant Professor

(general linguistics and French linguistics – theoretical, descriptive, and applied)

DOUGLAS C. CAMPBELL, *Ed.M. (Illinois)*

Lecturer

(science instruction; curriculum development and evaluation; teacher education; research in measurement of affective variables; evaluation methodology)

CHESTER D. CARLOW, *Ph.D. (Syracuse)*

Associate Professor

(mathematics curriculum materials; general school program development)

F. MICHAEL CONNELLY, *Ph.D. (Chicago)*

Assistant Professor

(curriculum development, particularly the teacher's role in making curriculum choices; scientific enquiry as a basis for science curriculum)

JOHN HERBERT, *Ed.D. (Columbia)*

Associate Professor

(study of the activities of teachers and students in diverse educational environments; teacher preparation programs and techniques; curriculum theory)

JOHN S. KATZ, *Ed.D. (Harvard)*

Assistant Professor, cross-appointed to Computer Applications
(film study and the teaching of the humanities; media and communication)

MALCOLM A. LEVIN, *Ed.D. (Harvard)*

Assistant Professor, cross-appointed from Educational Administration

GARNET L. MCDIARMID, *Ph.D. (Syracuse)*

Assistant Professor

(principles of curriculum and course development; education for minority groups, particularly Canadian Indians)

JOHN A. MCINNES, *Ed.D. (Columbia)*

Associate Professor, cross-appointed to the Institute of Child Study, University of Toronto, and to the Educational Television Branch of the Ontario Department of Education
(reading; curriculum development and supervision of reading programs; children's literature)

FREDERICK B. RAINSBERRY, *Ph.D.*

(Michigan State)

Professor, cross-appointed to Computer Applications
(philosophy of communication and developing critical awareness of media, emphasizing interpersonal communication, aesthetics, pedagogy, humanities, and social thought)

HILDRED RAWSON, *Ph.D. (Alberta)*

Assistant Professor, cross-appointed to the Educational Clinic
(practicum in the diagnosis and correction of reading problems; interviews and reporting to parents and teachers; curriculum for remedial reading to grade ten)

ELLEN M. REGAN, *Ed.D. (State University of New York, Albany)*
Associate Professor
 (early childhood elementary education; language development; curriculum program development; instructional materials development)

DOUGLAS A. ROBERTS, *Ed.D. (Harvard)*
Assistant Professor
 (research on the teaching of science, on the science curriculum in elementary and secondary schools, and on science teacher education)

FRANK SMITH, *Ph.D. (Harvard)*
Associate Professor
 (cognitive, perceptual, linguistic, and physiological factors underlying language, especially reading, emphasizing how reading is learned, not how it is taught)

HANS H. STERN, *Ph.D. (London)*
Professor and Director of the Modern Language Center (on study leave from January 15, 1973 until September 15, 1973)
 (languages; applied linguistics; psycholinguistics; language teaching; French- and German-language teaching methodology)

JOEL WEISS, *Ph.D. (Chicago)*
Assistant Professor, cross-appointed to Measurement and Evaluation
 (evaluation of curricular programs; study of curriculum development processes; innovations and measurement of educational environments)

CROSS-APPOINTED FROM THE OFFICE OF FIELD DEVELOPMENT:

KENNETH LEITHWOOD, *Ph.D. (Toronto)*
Assistant Professor and Development Officer, OISE Trent Valley Centre

KENNETH F. PRUETER, *Ed.D. (Harvard)*
Professor and Coordinator of Field Development, OISE

FLOYD G. ROBINSON, *Ph.D. (Alberta)*
Professor and Head, OISE Niagara Centre

HOWARD H. RUSSELL, *Ed.D. (Toronto)*
Professor and Head, OISE Trent Valley Centre

ROBERT H. STINSON, *Ph.D. (Toronto)*
Professor and Head, OISE Western Ontario Centre

WILFRED WEES, *Ph.D. (Toronto)*
Associate Professor and Assistant to The Coordinator of Field Development, OISE, and Acting Head, OISE Midwestern Centre

ASSOCIATED INSTRUCTORS:

DONALD C. HAMBLETON, *Ed.D. (Columbia)*
Educational Research Coordinator, Metropolitan Toronto School Board

SEYMOUR TRIEGER, *Ed.D. (Columbia)*
Associate Research Coordinator, Department of Research, Toronto Board of Education

PROGRAMS OF SPECIALIZATION

The Department of Curriculum offers programs leading to the M.Ed. degree and to the M.A. and Ph.D. degrees in Education at the University of Toronto.

The study of the philosophy of curriculum and curriculum design includes the examination of instructional situations and practices and materials used in formal and informal educational programs. The resources of other disciplines, including philosophy, the social sciences, and

communications theory, are used to examine the relationship between curricula and the nature of knowledge, the dynamics of communication, and learning and teaching. A second component of these programs deals with substantive issues in specific subject areas. Often, students are expected to choose subject-area courses from other departments of the School of Graduate Studies, as well as from the Department of Curriculum. Appropriate research skills are developed through course work offered within this department and in other departments of OISE.

Candidates for degrees in Curriculum are expected to concentrate in a specific area of curriculum or instruction. The following are included: analysis of teaching; applied linguistics and second-language teaching; curriculum theory and foundations; English, communications, and instructional media; evaluation of curriculum and instruction; mathematics education; reading and language; research on teacher preparation; science education; social studies education; and the education of minority groups, especially Indians and Eskimos. Applicants should designate the proposed area of concentration in Curriculum at the time of application.

The Department of Curriculum does not have sufficient resources to accept all applicants who meet the minimum standards of the School of Graduate Studies, especially for the part-time M.Ed. program. Available student places are awarded to the most highly qualified applicants.

MASTER OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin. In addition, those applying for part-time study should note that the Department of Curriculum now requires that applicants submit (1) a score on the Miller Analogies Test; (2) a letter of reference from a professional colleague; (3) a letter of reference from a person in a position to judge the applicant's scholarly promise; (4) a written statement (about one page) indicating the applicant's career plans and reasons for wanting to undertake a curriculum program; (5) evidence to satisfy the general requirements for admission to the M.Ed. program, as outlined on page 20 of this Bulletin.

This program consists of eight half-courses as follows:

- (a) 1300X Foundations of Curriculum Development.
- (b) Three other half-courses within the Department of Curriculum.
- (c) One half-course within either the Department of Applied Psychology or the Department of Measurement and Evaluation.
- (d) One half-course selected from either the philosophy of education offerings within the Department of History and Philosophy of Education, or from the Department of Sociology in Education.

(e) Two elective half-courses, chosen according to the individual's background and interests and approved by his faculty advisor. These may be selected from course offerings in any department of OISE, or in another department of the School of Graduate Studies.

MASTER OF ARTS WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin.

In addition to the master's thesis, the M.A. program consists of six half-courses as follows:

- (a) 1300X Foundations of Curriculum Development.
- (b) Two other half-courses within the Department of Curriculum.
- (c) One half-course within either the Department of Applied Psychology or the Department of Measurement and Evaluation.
- (d) One half-course selected from either the philosophy of education offerings within the Department of History and Philosophy of Education, or from the Department of Sociology in Education.
- (e) One elective half-course, selected from any department of OISE, or from another department of the School of Graduate Studies.

In order to ensure a range of knowledge appropriate for study in Curriculum, candidates who are required to do prerequisite work for admission to the M.A. program may

be expected to include course work from other departments of OISE and from other departments of the School of Graduate Studies.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN CURRICULUM

The Ph.D. program in Curriculum is frequently undertaken as preparation for academic positions in universities, and for other specialized responsibilities in public education. Ordinarily, students who enter this program have a minimum of two years of professional experience. Applicants for admission should refer to the General Information section of this Bulletin and should note that Ph.D. candidates must have completed the Master of Arts degree in Curriculum, or its equivalent.

In addition to the major thesis and other requirements as described on pages 23 to 25, the normal pattern of study for this degree is as follows:

- (a) A major in Curriculum, consisting of four half-courses. Ordinarily, these are selected from the department's offerings, but one must be a course in statistics if such a course is essential to the student's thesis.
- (b) A first minor in this or another department of OISE, consisting of two half-courses to be selected.
- (c) A second minor consisting of a full course or two half-courses, normally in some other department of the School of Graduate Studies, selected in relation to the student's specialized interests.

THE MODERN LANGUAGE CENTER

The Modern Language Center is a part of the Department of Curriculum and offers opportunities for M.Ed., M.A., and Ph.D. study concentrated in applied linguistics and second-language teaching. Although most of the program is offered within the Department of Curriculum, students affiliated with this Center are ordinarily advised to take some course work in the Centre for Linguistic Studies or in language departments of the School of Graduate Studies. For students in a master's program who lack adequate training in linguistics, this may mean additional course work (usually not more than one course) beyond the minimum requirement of six or eight half-courses specified by the Department of Curriculum.

Among the courses described below, the following are of special interest to students concentrating in applied linguistics: 1311X, 1317X, 1318X, 1319X, 1330, 1332X, 1333, 1334X, and 3311X.

COURSES

A course is identified with this department when the first two digits in the course number are 13 or 33.

1300X FOUNDATIONS OF CURRICULUM DEVELOPMENT

A study of curriculum problems, using theory and research from various psychological, sociological, and anthropological orientations. The role

of personnel in curriculum work is related to organizational structures, educational systems, and school innovation.

G. L. McDiarmid, F. M. Connelly, and staff, Summer Session and Regular Session

1301X PRACTICUM IN CURRICULUM DEVELOPMENT

A study of the organizational and professional development problems involved in curriculum change in Europe and North America since 1960. Students will design a curriculum development plan specifying objectives, materials, instructional procedures, production, staff development, formative and summative evaluation, dissemination plans, and costing.

R. Garry and staff, Regular Session

1302X INNOVATIONS IN CURRICULUM AND INSTRUCTION IN THE ELEMENTARY SCHOOL

An examination of selected modern developments in the curriculum and organization of elementary schools. The theoretical and empirical rationale for specific innovations will be emphasized.

K. F. Prueter and *E. Regan*, Regular Session

1304X CURRICULUM SPECIALIZATION

A course designed to permit the study of a specific area of curriculum or instruction not already covered in the courses listed for the current year.

(This course does not fulfill the purpose of 1352X, which in the Department of Curriculum is strictly for an individual student program.) Staff, offered as required.

1305X TECHNIQUES FOR IMPROVING
INSTRUCTION

A course for teachers and supervisors, in which techniques for the improvement of instruction at elementary school, high school, and college levels will be examined and practiced. Research on teacher effectiveness, teaching styles, and classroom climates will be reviewed, and some techniques such as micro-teaching, behavior modification, and the analysis of teaching and the classroom ecology will be demonstrated and practiced.
J. Herbert, Regular Session (after hours)

1307X THE LEARNING OF
MATHEMATICAL CONCEPTS
(cross-listed with the Department of Applied Psychology)

The nature of mathematical structures; the relation of contemporary theories of cognition and intellectual processes to the learning of structured material; affective states and rational behavior; developmental states in thought processes; current research.

Prerequisites: Background in mathematics, introductory psychology, and two additional psychology courses.
S. M. Avital, Regular Session

1310X READING IN THE SCHOOL
CURRICULUM

A study of the components of reading development: the teaching of reading as part of the language program from preschool to adult levels, reading in the content fields, methods and materials of instruction, testing growth in reading.

J. A. McInnes, Summer Session and Regular Session (after hours)

1311X READING AND LANGUAGE
COMPREHENSION

A survey of the cognitive, perceptual, linguistic, and physiological systems fundamental to the comprehension of language, with particular reference to reading, at all age levels. Recommended as a basis for all courses pertaining to the study of reading.
F. Smith, Regular Session (after hours)

1312 APPRAISAL OF READING
PROFICIENCY AND
REMEDIATION

Techniques for the diagnosis and correction of reading problems; experiences in interviewing, observing, testing, and teaching individuals and small groups. Reports of parents and teachers.

Prerequisite: Permission of the instructor.

H. Rawson, Regular Session

1313X CURRICULUM FOR LANGUAGE
DEVELOPMENT

The development of a school curriculum for language, considering pertinent theoretical and research contributions from the fields of psychology, linguistics, sociology, and education, and ways in which these contributions relate to language development and to instructional programs and practices in the schools.
E. M. Regan, Regular Session

1315X ENGLISH AT THE SECONDARY
SCHOOL LEVEL

A critical analysis of prevailing practices and proposed innovations

in the teaching of the humanities and communication. Students will evaluate the rationale and implications of specific programs.

Prerequisite: Permission of the instructor.

J. S. Katz, Regular Session (after hours)

1316X MATHEMATICS IN THE SCHOOL CURRICULUM

A variety of recent curriculum reforms in mathematics is studied. Their characteristics, trends, compatibility with theories and research relating to meaningful learning, cognitive maturity, and motivation are analyzed. *C. D. Carlow*, Regular Session (after hours)

1317X THEORY OF SECOND-LANGUAGE TEACHING

The following areas of language teaching are examined: research; history; sociopolitical and educational contexts; relation to linguistics and psychology; and theories, models, and methods.

H. H. Stern, Summer Session and Regular Session

1318X METHODOLOGY AND ORGANIZATION OF SECOND-LANGUAGE TEACHING

A course in the practice of language teaching that is concerned, in the broad sense, with methodology. It deals with the objectives, subject matter, materials, techniques, testing, and curriculum design of second-language teaching. The organizational aspects, e.g., language teaching at different educational levels, planning and administration, and language

teaching as a profession, are also examined.

Prerequisite: 1317X, or permission of the instructor.

H. H. Stern and staff, Summer Session

1319X RESEARCH COLLOQUIUM IN APPLIED LINGUISTICS: MASTER'S LEVEL

This colloquium provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the students.

Prerequisite: 1317X, or 1318X, or permission of the instructor.

E. Brent and staff, Regular Session

1320X SCIENCE IN THE SCHOOL CURRICULUM

The incorporation of the content, methods, and world view of science in the general education curriculum: realities and possibilities.

Section A: elementary school emphasis, *D. A. Roberts*.

Section B: secondary school emphasis, *D. C. Campbell*.

Prerequisite: Permission of the instructors.

Regular Session (after hours)

1321X THE EDUCATION OF SCIENCE TEACHERS

An examination of problems and issues specific to the pre-service and in-service education of science teachers for both elementary and secondary schools. Intended primarily for those who now have, or who expect to have, responsibility in this area, either in the schools or in teacher-education institutions.

Prerequisites: Permission of the instructors, and 1320X, sections A or B, or equivalent.

D. A. Roberts and D. C. Campbell,
Regular Session (after hours)

**1322XA SOCIAL STUDIES IN THE
SCHOOL CURRICULUM**
(cross-listed with the
Department of Sociology)

A survey of selected problems and approaches in secondary social studies education. Emphasis is on problems and issues in the Canadian context.
M. A. Levin, Regular Session (after hours)

**1322XB SOCIAL STUDIES IN THE
SCHOOL CURRICULUM**

A survey of selected problems and approaches in the elementary social studies curriculum. Particular attention will be given to rationales and teaching approaches of the new social studies.
Staff, Regular Session (after hours)

**1330 DESCRIPTIVE AND APPLIED
LINGUISTICS OF FRENCH**

A critical review of the prevalent linguistic theories and analyses of contemporary French, and their bearing on the teaching of French as a second language.

Prerequisite: 1333, or equivalent.
E. Brent, Regular Session (offered in 1972/73 and alternate years)

**1332X DESCRIPTIVE AND APPLIED
LINGUISTICS OF ENGLISH FOR
TEACHERS OF ENGLISH AS A
SECOND LANGUAGE**

A survey of descriptions of English and the development of a linguistic analysis of English, with a view to the

teaching of English as a second language.

Staff, Regular Session (after hours)

**1333 INTRODUCTION TO
THEORETICAL AND
DESCRIPTIVE LINGUISTICS**
(cross-listed with the Centre
for Linguistic Studies, School
of Graduate Studies,
University of Toronto)

A general introduction to the scientific study of language, focusing on those current general linguistic theories having practical significance for the specialized study of particular languages. Theories are matched with the descriptive practices they have given rise to, and course participants develop some descriptive skill through problems in a variety of languages.
E. Brent, Regular Session

**1334X SEMINAR IN THE DESCRIPTIVE
AND APPLIED LINGUISTICS OF
ENGLISH FOR TEACHERS OF
ENGLISH AS A SECOND
LANGUAGE**

A practical analysis and description of selected aspects of contemporary English. Linguistic descriptions are applied to the solution of specific teaching problems of English as a second language.
Staff, Regular Session

**1340X AUDIOVISUAL COMMUNICATION
IN TEACHING AND LEARNING**
(cross-listed with the
Department of Computer
Applications)

A study of the impact of media on human development, with special emphasis on the relevance of the

different media for the design of curriculum. Principles of child development – leading to significant dimensions of elementary, secondary, higher, and adult or informal education – will be reviewed. The aesthetic qualities of various media will be discussed, and assessments of their appropriateness for curricular material will be made. There will be a review of current research on the impact of media on children and society, with considerable attention given to the effectiveness of media in the teaching-learning process. Typical program formats will be exhibited during the course, with basic attention directed to the principles of critical evaluation.

F. B. Rainsberry, Regular Session
(after hours)

1341X THE PHILOSOPHICAL STUDY OF MEDIA IN EDUCATION
(cross-listed with the
Department of Computer
Applications)

A review of basic communication theories, with special attention given to the philosophical and psychological premises, is included. Studies in research, history, and significant programming of the various media will be made in depth. With the approval of the staff, students, individually or in groups, will undertake projects for study and development.

Prerequisite: 1340X.

F. B. Rainsberry, Regular Session

1342XZ FILM AND THE TEACHING OF THE HUMANITIES

Film as an art form: historical,

sociological, and aesthetic issues. The relation between these issues and the teaching of the humanities.

Prerequisite: Permission of the instructor.

J. S. Katz, Regular Session

1352X INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1355X PRINCIPLES OF ENQUIRY IN THE BIOLOGICAL SCIENCES

An examination of a diversity of patterns of biological enquiry in terms of principles and problem areas. Special attention will be given to ecology. A textual analysis and discussion course.

F. M. Connelly (alternate years; not offered in 1972/73)

1357 ENQUIRY MATERIALS DEVELOPMENT IN SCIENCE

The roles of logical and psychological conceptions of enquiry in curriculum development will be explored in selected readings. This course will focus on the logical aspects of enquiry and will use original papers, science fiction, narratives of enquiry, invitations to enquiry, case studies, games, and taped discussions. Students will develop one of these materials in workshop activity.

F. M. Connelly, Summer Session

**1358X CURRICULUM DEVELOPMENT
AND SCHOOL SYSTEM
INTERVENTION**
(cross-listed with the
Department of Sociology in
Education)

A seminar investigating the role of curriculum development in responding to societal goal structures and in facilitating alternative school curriculum practices. Theoretical aspects of curriculum development will be explored from the perspectives of educational objectives, alternatives, innovation theory, and theory of action.

Consideration will be given to the role of evaluation in the change process and to different evaluation models used in actual curriculum developments.

This course is offered in conjunction with the Innovations and Alternatives Research and Development Program and is seen as being complementary to 1659X in the Department of Measurement and Evaluation.

*F. M. Connelly, M. Fullan,
D. W. Livingstone, M. Wahlstrom,
and J. Weiss, Regular Session (offered
in 1972/73 and alternate years)*

**1360X THE EVALUATION OF
CURRICULUM AND
INSTRUCTION**
(cross-listed with the
Department of Measurement
and Evaluation)

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. Both formative and summative evaluation procedures are

discussed, and students will work through evaluation problems associated with particular curriculum programs. The evaluation of various instructional techniques will also be explored.

Prerequisite: Knowledge of descriptive statistics and elementary testing concepts or the permission of the instructor.

J. Weiss, Summer Session and Regular Session (after hours)

**1370X THE DEVELOPMENT OF
READING PROGRAMS**

Preparation of principals, supervisors, and consultants for collaboration with teachers to develop and improve reading programs. Supervised field work, including experience with ongoing OISE development projects in reading, and case studies of work with schools, teachers, and children, form the basis of seminar study.

Prerequisite: Permission of the instructor.

*J. A. McInnes, Regular Session
(after hours)*

**1380X CULTURAL DETERMINANTS OF
THE CURRICULUM**

This course will examine the curriculum of the schools as it exists today and as it is proposed, in several variations, in relation to the education of selected native and minority groups in Canada.

G. L. McDiarmid, Regular Session

**1395X PRACTICUM IN CURRICULUM
PROBLEMS**

A course designed for curriculum students who have had experience with schools and school systems. Observa-

tions and seminars will give students an opportunity to view educational issues and concerns through the eyes of fellow teachers and administrators. Staff, Regular Session

3300X RESEARCH SEMINAR IN CURRICULUM AND INSTRUCTION

This course is designed to acquaint students with the elements of educational research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures.

Prerequisite: 1300X.

G. L. McDiarmid, Regular Session, offered as required

3301X SYMPOSIUM IN RESEARCH IN CURRICULUM AND INSTRUCTION

An advanced symposium of staff members and students who wish to develop a more precise language for curriculum, particularly in their own fields of interest. Attention will be given to techniques of defining and categorizing, to the development of theories and models, and to the analysis of goals and values.

J. Herbert, Regular Session (alternate years; not offered in 1972/73)

3302X SEMINAR IN THE ANALYSIS OF EDUCATIONAL PROCESSES

An advanced seminar in observing, recording, and analyzing educational procedures, and in the use of such information for the improvement of curricula and instructional practices. Close attention will be given to the

selection, design, and use of formal and informal techniques for observing teaching.

J. Herbert, Regular Session (offered in 1972/73 and alternate years)

3310X RESEARCH SEMINAR IN READING

A critical examination of recent research related to the field of reading. Consideration will be given to the types of designs being used and to the methods of collecting and analyzing data. Students will gain practice in designing and planning studies in workshop situations. Individual problems for study will also be presented by students.

Prerequisite: 1310X, or 1311X. Staff, offered as required

3311X THE PERCEPTION OF LANGUAGE

An advanced course that examines in depth the topics listed in 1311X and emphasizes the acquisition and organization of knowledge through reading.

Prerequisite: 1311X or permission of the instructor.

F. Smith, Regular Session

3316X RESEARCH SEMINAR IN MATHEMATICS CURRICULUM

A critical examination of recent research relevant to the learning of deductive mathematical systems. Reports and discussions by students will concern the implications of this research for further steps in the curriculum reform of secondary school mathematics.

Prerequisite: 1316X.

C. D. Carlow, Regular Session (offered in 1972/73 and alternate years)

**3319X RESEARCH COLLOQUIUM IN
APPLIED LINGUISTICS:
DOCTORAL LEVEL**

Description as for 1319X, but at the doctoral level.

Prerequisite: 1317X, or 1318X, or permission of the instructor.

H. H. Stern, Regular Session (not offered in 1972/73)

**3320X RESEARCH SEMINAR IN SCIENCE
EDUCATION**

A critical appraisal of the empirical, philosophical, and historical research literature on education in the natural sciences. Enrollment is limited to students at the doctoral level.

Prerequisite: Permission of the instructors.

D. C. Campbell, *F. M. Connelly*, and *D. A. Roberts* (alternate years; not offered in 1972/73)

**3322X RESEARCH SEMINAR IN SOCIAL
STUDIES EDUCATION**

A critical examination of selected philosophical and empirical research literature on social studies education in schools.

Prerequisite: Permission of the instructor.

M. A. Levin (alternate years; not offered in 1972/73)

**3330 SEMINAR IN THE DESCRIPTIVE
AND APPLIED LINGUISTICS OF
FRENCH**

A practical analysis and description of selected aspects of contemporary French phonology, morphology, syntax, and semantics. Linguistic descriptions are applied to the solution of specific teaching problems.

Prerequisite: 1330 or equivalent.
E. Brent (alternate years; not offered in 1972/73)

**3340 RESEARCH SEMINAR IN
THE PHILOSOPHY OF
COMMUNICATION AND
INSTRUCTIONAL TECHNOLOGY
(cross-listed with the
Department of Computer
Applications)**

A study of several philosophical and psychological texts concerning theories of communication and the media. The implications of the major epistemological and metaphysical positions of Western thought will be examined and applied to curriculum development, to pedagogy, and to the design of instructional programs.

Prerequisites: 1340X and 1341X.
F. B. Rainsberry, Regular Session (after hours; offered as required)

**3352X INDIVIDUAL READING AND
RESEARCH IN CURRICULUM AND
INSTRUCTION: DOCTORAL LEVEL**

Description as for 1352X, but at the doctoral level.

The following courses might also be of interest to students in Curriculum:

**3220X ANALYSIS OF LEARNING TASKS
(See full course description,
Department of Applied
Psychology.)**

**1444X THE LOGIC OF THE
CURRICULUM
(See full course description,
Department of History and
Philosophy of Education.)**

77 DEPARTMENT OF CURRICULUM

1450X PHILOSOPHY OF SCIENCE AND
SCIENCE EDUCATION

(See full course description,
Department of History and
Philosophy of Education.)

1451X PHILOSOPHICAL THEORIES OF
METHODOLOGY AND EDUCATION
IN HISTORY AND THE SOCIAL
SCIENCES

(See full course description,
Department of History and
Philosophy of Education.)

3451X PHILOSOPHICAL INQUIRY INTO
METHODOLOGICAL PROBLEMS
ARISING IN HISTORY AND SOCIAL
SCIENCE EDUCATION

(See full course description,
Department of History and
Philosophy of Education.)

1515X COMPUTERS IN THE
CURRICULUM

(See full course description,
Department of Computer
Applications.)

1659X EVALUATION OF CURRENT
ISSUES IN ONTARIO EDUCATION
(See full course description,
Department of Measurement
and Evaluation.)

Educational Administration



Department of Educational Administration

ROBIN H. FARQUHAR, *Ph.D. (Chicago)*

Associate Professor and Chairman of the Department

(preparation in educational leadership; nonpublic schools; interuniversity cooperation; international approaches in administration; recruitment of educational leaders; creativity and futurism)

JOHN H. M. ANDREWS, *Ph.D. (Chicago)*

Professor and Assistant Director, OISE
(organization theory; university administration; leadership and school climate)

ALAN F. BROWN, *Ph.D. (Alberta)*

Professor and Academic Services Officer, OISE

(organizational behavior; school system design; interpersonal effects in administration; professional development)

PETER J. CISTONE, *Ph.D.*

(Pennsylvania State)

Assistant Professor

(politics of education; organization theory; school board member recruitment and socialization; educational governance and policy-making)

JOHN C. CROFT, *D.Ed.*

(Pennsylvania State)

Associate Professor

(educational planning; organization development; management development; innovation; interpersonal relations; leadership; human relations training; matrix organization; humanistic psychology; existential philosophy)

GEORGE E. FLOWER, *Ed.D. (Harvard)*,
F.C.C.T.

Professor and Coordinator of Graduate Studies, OISE

(organization; leadership; finance; theories in administration and university administration)

T. BARR GREENFIELD, *Ph.D. (Alberta)*

Associate Professor (on study leave until August 31, 1973)

(systems analysis; resource allocation and decision-making; policy and program evaluation in school systems; organization behavior; change and leadership)

EDWARD S. HICKCOX, *Ed.D. (Cornell)*

Associate Professor

(liaison with Trustees' Council; liaison with association of administrators; conferences for trustees and administrators; organizational structure in Ontario schools)

JOHN H. HOUSE, *Ph.D. (Alberta)*

Associate Professor, cross-appointed from the Office of Field Development

(systems analysis for educational management; programmatic thrust area – organizational process; applications of organizational theory; operations analysis and management systems)

STEPHEN B. LAWTON, *Ph.D. (University of California, Berkeley)*

Assistant Professor

(allocation of provincial funds and their relationship to socioeconomic measures of educational need; evaluation and statistical data analysis)

- MALCOLM A. LEVIN, *Ed.D. (Harvard)*
Assistant Professor, cross-appointed to Curriculum
 (program development; organization and evaluation; alternative schools; parental involvement; radical school reform; Canadian public issues; group-discussion processes; teacher education)
- DONALD M. LEVINE, *Ed.D. (Harvard)*
Assistant Professor
 (systems analysis in educational planning and management; program and policy analysis; budgeting and control systems)
- DONALD F. MUSELLA, *Ph.D.*
(State University of New York, Albany)
Associate Professor
 (open area education; leadership development for administrators and teachers; inservice education; evaluation of schools; evaluation of staff; change implementation and evaluation)
- E. BROCK RIDEOUT, *M.Ed. (Toronto)*
Professor
 (grants to school boards; school costs; taxation for education; separate school organization; local central control of education; school law)
- MELVYN P. ROBBINS, *Ph.D. (Chicago)*
Associate Professor
 (future of Canadian education; legal context for Canadian education; educational administration as an intellectual discipline; analysis of doctoral dissertations)
- DORIS W. RYAN, *Ph.D. (Chicago)*
Assistant Professor
 (organizational studies; decision-making; community involvement)
- J. GLENN SCOTT, *Ed.D. (Toronto)*
Associate Professor, cross-appointed from the Office of the Coordinator of Graduate Studies
 (organization theory; theory and practice of supervision; group decision-making; selection and evaluation of educational personnel; school system operation)
- ALPHONSE D. SELINGER, *D.Ed. (Oregon)*
Assistant Professor
 (participatory decision-making; open education; development of teacher organizations; politics of education; American Indian education; inner-city education; social philosophy)
- ROGER I. SIMON, *Ph.D. (Yale)*
Assistant Professor
 (design of alternative educational environments; understanding belief and value systems pertinent to education; parent involvement in community school policy development)
- DAVID K. WILES, *Ed.D.*
(University of Florida)
Assistant Professor
 (Metropolitan Toronto study; urban simulation project – UCEA Project; policy-making; governance; research methodology)
- THOMAS R. WILLIAMS, *Ph.D.*
(University of Michigan, Ann Arbor)
Assistant Professor
 (Metropolitan Toronto study; decentralization in large school systems; trustee-administrator relationships; school-community relationships)

ASSOCIATED INSTRUCTOR:

DONALD M. GRAHAM, *B.A. (Toronto)*
Project Director in Educational
Administration, former Director
of Education, Forest Hill Village
School Board

PROGRAMS OF SPECIALIZATION

The purpose of these graduate programs is to prepare persons for careers in research, development, teaching, and administration. While the M.Ed. program contains the essentials of advanced study in administration, including research, it does not lead directly to doctoral level study.

All degree programs are conceived of as training programs in administration, in that students must confront the reality of administrative behavior and deal with it conceptually and practically. For example, case studies, field studies, and vicarious and simulated materials are extensively used to provide data for experience and analysis.

Since resources for offering quality programs of instruction are limited, the Department of Educational Administration may not be able to accept all applicants who meet the minimum standards of the School of Graduate Studies. In admitting students to the graduate program, the most highly qualified applicants will be selected to fill the available places.

Full-time study is a requirement of all degree programs, with the exception of the M.Ed. program, which may be undertaken on a part-time basis. Candidates seeking the M.Ed. degree are encouraged to undertake full-time

study. In making admission decisions, the department will give priority to students selecting resident study.

MASTER OF EDUCATION WITH
SPECIALIZATION IN EDUCA-
TIONAL ADMINISTRATION

1. DEPARTMENTAL REQUIREMENTS

- Evidence of promising performance in previous academic study
- Teacher education and experience
- A promising score on the Miller Analogies Test
- Letters of recommendation from an educational administrator for whom the applicant works, and from another professional colleague

2. PROGRAM OF STUDY (*full-time students*)

The program consists of eight half-courses as follows:

- 1010X Research Seminar in
Educational Administration
 - 1011X Theories in Administration
 - 1012X Clinical Analysis of the
Administrative Process
 - 1013X Supervisory Relationships
- Four elective half-courses.

Elective half-courses are to be chosen with the individual's background and special interests in mind, and should be related either to the process of administration or to the purposes and programs of educational institutions. With the approval of the faculty advisor, the student may choose electives from among the other master's level courses offered by the Department of Educational Administration. Courses offered in other areas

within the Institute or within the University may also be selected.

3. PROGRAM OF STUDY (*part-time students*)

Part-time students may begin study only in a Summer Session.

Courses 1010X and 1011X must be taken in the first Summer Session of the part-time M.Ed. program.

Thereafter, students should attempt to sequence courses as follows:

1013X Supervisory Relationships

1012X Clinical Analysis of the
Administrative Process

Four elective half-courses.

Elective half-courses in the part-time program are to be chosen on the same basis as indicated in 2. Elective half-courses should be indicated at the time of application. The department will ordinarily offer a number of its elective half-courses in the after-hours program. In some sessions, 1012X or 1013X may also be available after hours.

MASTER OF ARTS WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

1. DEPARTMENTAL REQUIREMENTS

- Evidence of promising performance in previous academic study
- A promising score on the Miller Analogies Test
- Two letters of recommendation as required for students applying for Student Financial Awards

2. PROGRAM OF STUDY

In addition to a master's thesis, the program consists of:

1010X Research Seminar in
Educational Administration

1011X Theories in Administration

1013X Supervisory Relationships

1666X Elements of Statistics *or*
another approved course in
statistics or quantitative
analysis

Two elective half-courses, which should be related to the master's thesis or to the intended area of specialization to be pursued at the doctoral level.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

1. DEPARTMENTAL REQUIREMENTS

- Evidence of promising performance in previous academic study
- Promising scores on the Miller Analogies Test and the Aptitude Test of the Graduate Record Examinations
- Two letters of recommendation as required for students applying for Student Financial Awards

2. PROGRAM OF STUDY

(a) A major in Educational Administration:

3011X Organization Theory in
Education

Three elective half-courses to be chosen from the following:

3013X Dynamics of Organizational
Behavior

3018X The Politics of Education

3020X Advanced Seminar in
Educational Futures

3052X Individual Reading and
Research in Educational
Administration: Doctoral
Level

Other courses in Educational Adminis-
tration or other approved areas.

(b) A first minor in Research
Methods:

3010X Advanced Research Seminar
in Educational Administration

3666X Intermediate Statistics and
Research Design or 1960X,
Sociological Research Methods
in Education, or an approved
alternate course in statistics

(c) A second minor consisting of
a full course in some other department
of the School of Graduate Studies,
selected in relation to the student's
specialized interest.

COURSES

A course is identified with this
department when the first two digits
in the course number are 10 or 30.

1010X RESEARCH SEMINAR IN
EDUCATIONAL ADMINISTRATION

A seminar examining problems,
techniques, and strategies for research
and development in educational
administration. This seminar prepares
the student for the evaluation, inter-
pretation, and conduct of research and
development in educational
administration.

S. B. Lawton, Summer Session and
Regular Session

1011X THEORIES IN ADMINISTRATION

The organizational and institutional
setting of administration. Major
emphasis is placed upon modern
organization theory, including such
concepts as system, formal and
informal organization, bureaucratic
structure, power, communication, and
social control.

G. E. Flower and *D. K. Wiles*, Summer
Session and Regular Session

1012X CLINICAL ANALYSIS OF THE
ADMINISTRATIVE PROCESS

A clinical analysis of problems in the
administration of educational organiza-
tions. The implications for action,
from research and theory relating to
administrative behavior, are examined.
Case studies, simulation materials, and
field experiences are used as bases
for the analysis and development of
action proposals dealing with
administrative problems.

D. F. Musella, *E. S. Hickcox*, and
staff, Regular Session

1013X SUPERVISORY RELATIONSHIPS

Current behavioral theory and research
with application to problems of
staffing, supervision, and in-service
education. Included are such topics
as leadership, morale, organizational
climate, planned change, group
decision-making, and the selection
and evaluation of personnel.

J. C. Croft, *P. J. Cistone*, and staff,
Regular Session

1016X PROGRAM ORGANIZATION

The analysis of educational programs

and related curricular-instructional-administrative concepts as they apply to alternative school models. This course deals with the setting of educational goals, the process of instruction and its implications for organization, new designs for instruction and school organization, resource utilization, change, and program evaluation.

M. A. Levin and D. F. Musella,
Regular Session

1017X EDUCATIONAL FINANCE

Public education as an economic institution. The sources and methods of distribution of public school revenue at the various levels of government. Provincial and state school grant systems and the rationale behind them. Principles and practices in school budgeting and salary scheduling.

E. B. Rideout, Regular Session

1018X THE POLITICAL ORGANIZATION OF EDUCATION

The administration of public education as a political process. Consideration is given to the application of basic concepts such as power, authority, and influence in the analysis of behavior of school systems. Topics of study will include the constitutional structure of education, the political nature of school boards, the decision-making process at all governmental levels in education, the impact of community power structure on educational decision-making, and the effect of selected interest groups upon educational policy formation.

A. D. Selinger and T. R. Williams,
Regular Session

1020X THE FUTURE CONTEXT FOR EDUCATION

(cross-listed with the
Department of Sociology in
Education)

The impact of scientific and technological change on our values, human relationships, and social institutions is creating urgent, yet relatively unexamined, problems for our profession. Traditional techniques, multi-media presentations, and simulated experiences are used to explore a variety of interdisciplinary topics – including trends, predictions, novel ideas, world views, educational deficiencies, and alternative images of the future. The course provides students with an opportunity (a) to develop a personal and professional orientation toward change and (b) to apply this orientation to a self-selected educational problem from the real or an imagined world.

M. P. Robbins, Regular Session

1022X THE SOCIAL CONTEXT OF ADMINISTRATION

(cross-listed with the
Department of Sociology in
Education)

The school administrator in relation to his students, staff, board, and community, with special emphasis on the community context of schools, consideration of minority groups in Canadian society, and teacher and student subcultures and militancy. Special focus on the principal in urban areas, with reference to varying expectations for his role.

D. W. Ryan and A. D. Selinger,
Regular Session

1023X INTERPERSONAL RELATIONS IN
SCHOOL SYSTEMS

The school environment is the context. The following are the goals of the course: First, analysis of the determinants of interpersonal behavior to allow (a) more accurate prediction of appropriate behavioral responses, and (b) suggestions as to organizational change strategies useful for improving interpersonal relations within a goal-directed social system. Second, the development of one's own interpersonal skills.

R. I. Simon, Regular Session

1024X CLINIC IN ADMINISTRATIVE
RELATIONSHIPS

The development of administrative competency in interpersonal and group relations through the laboratory method, vicarious and instrumented experiences, and clinical procedures. Primary emphasis is given to *expanding* the learner's experience rather than organizing it.

J. C. Croft, Regular Session

1027X THE ECONOMIC CONTEXT OF
EDUCATIONAL ADMINISTRATION
AND PLANNING

(cross-listed with the Department of Educational Planning)

The economic and social consequences of educational policies and programs are examined analytically. The methodologies of policy and program analysis are reviewed. The developments of formal planning systems are evaluated for differing types of educational organizations. Special attention is given to program budgeting and analysis of cost-effectiveness. Reading

includes Mushkin, Haggart, Dror, Quade, and Anthony. Research paper required.

D. M. Levine and Department of Educational Planning staff, Regular Session

1028X NON-GOVERNMENTAL
CONTROLS OF EDUCATION

An examination of certain movements seeking a share in the control of policy formulation in education. Teachers' organizations, parents' groups, and non-publicly supported schools will be analyzed in their relations with various governmental agencies.

Staff (not offered in 1972/73)

1029X SPECIAL APPLICATIONS OF THE
ADMINISTRATIVE PROCESS

The unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff, and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, and computer-assisted administration.

Staff, Summer Session

1052X INDIVIDUAL READING AND
RESEARCH IN EDUCATIONAL
ADMINISTRATION: MASTER'S
LEVEL

Specialized study, under the direction of a staff member, focusing upon topics

of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1052XA THE LEGAL CONTEXT FOR
EDUCATION
(cross-listed with the Department of Educational Planning)

An experimental seminar which explores the interrelationships among legal doctrine, legal process, and educational practice in terms of fundamental social issues affecting education. Legal opportunities and limitations as they affect administrative task areas (e.g., staff and student personnel, program development, school facilities, finance) are also considered. Although examples are drawn from all Canadian provinces and the federal government, the primary focus is on the legal system of Ontario.

Prerequisite: Permission of the instructor.

M. P. Robbins, Regular Session

3010X ADVANCED RESEARCH SEMINAR
IN EDUCATIONAL
ADMINISTRATION

Extended development of critical skills central to the research process. Emphasis on: (a) increasing skill in generating significant problems, (b) gaining familiarity with alternate models of the research process, (c) gaining competence in the methodology of the inference process.

R. I. Simon and J. H. M. Andrews,
Regular Session

3011X ORGANIZATION THEORY IN
EDUCATION
(cross-listed with the
Department of Sociology in
Education)

An advanced seminar dealing with the study of human behavior in complex organizations. Organization theory and research provide bases for analyzing administrative problems in education. This seminar draws extensively upon materials from the social sciences, with particular emphasis on the implications for educational administration.
Staff, Regular Session

3012X THE SOCIAL CONTEXT OF
EDUCATIONAL INSTITUTIONS
Relevant concepts of sociology applied to the context of educational systems. Behavioral, ecological, and cultural perspectives as frameworks of analysis. Topics include social stratification, mobility, social selection processes, conflict theory, and the sociology of the teaching career.
Staff (not offered in 1972/73)

3013X DYNAMICS OF ORGANIZATIONAL
BEHAVIOR
(cross-listed with the
Department of Sociology in
Education)

A seminar on adult human behavior in education, including: interpersonal relations within an organization; systems of leadership and influence, control and affect, consensus and conflict; reactions to organizational stimuli; applications to developmental models in education; implications from the humanities. Readings and course projects are available under four

headings: (a) the structure of organizational behavior, (b) some dynamics of groups and individuals, (c) studies of interpersonal behavior in administration, (d) designing organizations for individuals.

A. F. Brown, Regular Session

3015X DEVELOPMENTAL PROJECTS SEMINAR

A seminar concerned with developmental projects growing out of departmental and student research. Relevant theory and research from various fields will be used to design possible solutions to practical administrative problems.

Staff (not offered in 1972/73)

3017X ECONOMIC PROBLEMS IN EDUCATIONAL ADMINISTRATION

Intensive study of problems of concern to doctoral students whose research is in this area. Problems of productivity in education, input-output relations, theories of grants-in-aid, cost-quality relations, taxation for education, the budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal-provincial-local sharing of education costs, financing of long-term developments in education.

Staff (not offered in 1972/73)

3018X THE POLITICS OF EDUCATION

An advanced, research-oriented seminar on the politics of education at the local and provincial levels. Areas of study will include those

introduced in 1018X, but will be treated in greater depth. Specific topics will reflect the interests and needs of individual participants.

T. R. Williams, Regular Session

3019X EMERGING PROBLEMS IN EDUCATIONAL ADMINISTRATION

A seminar in new and emerging problems confronting administrators in various educational institutions. Examination of research relevant to the administrative process and current problems. Depending upon resources of staff and needs of students, emerging administrative problems in any one of, or combination of, the following will be examined: colleges and institutions of higher education, culturally or economically disadvantaged areas, the large urban complex, programs of special education, and computer systems in administration.

Staff (not offered in 1972/73)

3020X ADVANCED SEMINAR IN EDUCATIONAL FUTURES (cross-listed with the Department of Sociology in Education)

An advanced, in-depth consideration of some of the topics developed in course 1020X. Seminar students assist in planning the agenda for the course and have an opportunity to develop topics for independent inquiry or thesis research.

Prerequisite: 1020X, 1935X, or permission of the instructor.

M. P. Robbins, Regular Session (not offered in 1972/73)

**3052X INDIVIDUAL READING AND
RESEARCH IN EDUCATIONAL
ADMINISTRATION: DOCTORAL
LEVEL**

Description as for 1052X, but at the doctoral level.

The following courses might also be of interest to students in Educational Administration:

**1525X THE COMPUTER IN
EDUCATIONAL ADMINISTRATION
(See full course description,
Department of Computer
Applications.)**

**1700X THEORIES OF MICRO-
EDUCATIONAL PLANNING
(See full course description,
Department of Educational
Planning.)**

**1701 SCHOOL SYSTEMS: PLANNING
PRACTICUM
(See full course description,
Department of Educational
Planning.)**

**1706X THE BUDGETARY PROCESS IN
EDUCATIONAL PLANNING
(See full course description,
Department of Educational
Planning.)**

**1715X METHODOLOGY FOR POLICY
RESEARCH
(See full course description,
Department of Educational
Planning.)**

**3710X SEMINAR: EDUCATIONAL
PLANNING FOR SOCIAL AND
ECONOMIC STRUCTURAL
CHANGE
(See full course description,
Department of Educational
Planning.)**

**1909X PRACTICAL PROBLEMS IN
EDUCATIONAL INNOVATION
(See full course description,
Department of Sociology
in Education.)**

**1929X THE SCHOOL AND THE
COMMUNITY
(See full course description,
Department of Sociology
in Education.)**

**1935X FUTURE SOCIETIES AND
EDUCATION
(See full course description,
Department of Sociology
in Education.)**

**1960X SOCIOLOGICAL RESEARCH
METHODS IN EDUCATION
(See full course description,
Department of Sociology
in Education.)**

**1970X SOCIOLOGICAL THEORY IN
EDUCATION
(See full course description,
Department of Sociology
in Education.)**

Educational Planning



Department of Educational Planning

VINCENT R. D'OYLEY, *Ed.D.* (Toronto)

Professor and Chairman of the Department, cross-appointed to Measurement and Evaluation
(assessing and replanning the educational environment; teacher education strategies for educational policies for developing countries; English test development)

WILLIAM E. ALEXANDER, *Ph.D.* (Syracuse)

Associate Professor
(governance of educational institutions; career decision-making; micro- and macro-studies of film distribution; methods of empirically specifying educational goals; social accounting)

JOSEPH P. FARRELL, *Ph.D.* (Syracuse)

Assistant Professor
(planning education for social development, especially in developing countries; governance of educational institutions; educational innovations)

MADAN L. HANDA, *Ph.D.*

(London School of Economics)
Associate Professor
(economics of education, particularly quantitative models for educational policy; theory and history of planning; teaching of economics in Canadian universities)

BERTRAND L. HANSEN, *A.B.* (Ohio State)

Associate Professor, cross-appointed from the Higher Education Group, and Director of Research for the Council of Ontario Universities

JOHN W. HOLLAND, *Ph.D.* (Syracuse)

Associate Professor
(public finance and educational policy; alternative policies for postsecondary education)

EDWARD H. HUMPHREYS, *Ed.D.* (Toronto)

Assistant Professor
(planning for personnel policies in local education authorities; school-community interaction; implementation of educational innovations; equity in school provisions)

BETTY B. MACLEOD, *Ph.D.* (Duke)

Associate Professor
(demography and Canadian socio-economic history as special aspects of the relationship between education and Canadian social and economic development)

SUSAN PADRO, *Ph.D.* (Florida State)

Assistant Professor
(operations research/system analysis for educational planning; study of information systems at school board level)

MICHAEL L. SKOLNIK, *B.Phil.* (Oxford)

Assistant Professor
(studies of the relationship between education and employment; resource allocation in education; career decisions; teaching of economics in Canadian universities; economics of day-care services)

GEORGE S. TRACZ, *Ph.D. (Toronto)*
Associate Professor
 (analysis of information flows to improve decision-making; development of cost models with implications for policy planning generally, and consequences for teacher manpower planning specifically)

CICELY WATSON, *Ph.D. (Harvard)*
Professor
 (public planning as a tool for social policy improvement; refining planning methodologies)

DAVID N. WILSON, *Ph.D. (Syracuse)*
Assistant Professor
 (educational planning for developing nations; comparative and international education; planned social change in Canada)

ASSOCIATED INSTRUCTORS:

SAEED QUAZI, *Dip.T.&R.P. (Toronto)*
Project Director in Educational Planning

F. GERALD RIDGE, *Ph.D. (McGill)*
Director of Capital Planning and Research, Metropolitan Toronto School Board

PROGRAMS OF SPECIALIZATION

There are three programs of specialization in the field of planning: M.Ed., M.A., and Ph.D.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PLANNING

This program is intended primarily for micro-planners who may be employed within an educational system at the institutional level, the board

level, or the area superintendency level. It has been designed with special reference to the needs of Ontario, but applications from students from other Canadian provinces and other countries will be considered. Preference will be given to students whose prior study is particularly useful for planning (e.g., town planning, engineering, geography, economics, demography, statistics, mathematics, sociology), or those whose positions involve certain planning responsibilities. Students are required to take course 1666X, Elements of Statistics, or its equivalent. Certain other make-up courses may also be required, depending on the background of the applicant.

The program, which may be taken part-time, ordinarily consists of eight half-courses as follows:

- 1700X Theories of Micro-Educational Planning
 - 1701 School Systems: Planning Practicum (Equals two half-courses.)
 - 1703X Educational Planning: Economics of Human Resources
 - 1704X Quantitative Methodologies of Educational Planning
 - 1705X Population Studies
- Plus two optional half-courses in Educational Planning, or in any other OISE department.

MASTER OF ARTS WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The program leading to this degree may have either a micro- or a macro-planning orientation; a choice of emphasis is permitted, according to

the student's major area of planning interest and his possible future employment.

This is primarily a research degree, intended as a base for work at the doctoral level. As there is no undergraduate program in Educational Planning, additional courses may be necessary, beyond the normal M.A. requirements, depending on the student's background.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The program leading to the Ph.D. degree will involve the study of several subjects relevant to planning, including demography, economics, micro-planning, sociology, and systems analysis, with specialization in at least one such subject. The normal requirement for admission to the Ph.D. program is an acceptable M.A. degree in Educational Planning, or in a related field of specialization. In the latter case, additional course work is normally required.

In addition to the major thesis and other requirements on pages 23 to 25, work for this degree includes:

- (a) A major in Educational Planning, consisting of four appropriate half-courses.
- (b) A first minor, usually taken as a graduate course, or two half-courses, in another department of the University of Toronto.
- (c) A second minor in Educational Theory, consisting of a graduate course, or two half-courses, taken in another department of the Institute. In some cases, a second

minor in another department of the University of Toronto may be allowed.

- (d) A comprehensive examination deemed appropriate to the particular student's preparation. This examination will probably be offered each spring and fall. Students will ordinarily write it at approximately the time they complete their course requirements.

There is, however, no set of courses that can be said to constitute the course requirements for all Ph.D. students. The Department of Educational Planning may require a student to take any course or courses deemed appropriate.

COURSES

A course is identified with this department when the first two digits in the course number are 17 or 37. Not all courses will be offered in any one session. In some cases, scheduled courses may be canceled when enrollment is unexpectedly low.

The decision to hold courses during the day or after hours is primarily determined by perceptions of enrollment. There will probably be more courses offered after hours in a given year than the calendar indicates.

1700X THEORIES OF MICRO-
EDUCATIONAL PLANNING
(cross-listed with the
Department of Educational
Administration)

An application of concepts of town planning, regional planning, and land use to school planning; an examination

of the range of activities of a planning office; a study of the relationships of planning decisions to political decisions and of planning to educational research.

F. G. Ridge, Regular Session (after hours)

- 1701 SCHOOL SYSTEMS: PLANNING PRACTICUM
(cross-listed with the Department of Educational Administration)

Description as for 1700X.

C. Watson and *S. Quazi*, Regular Session (after hours)

- 1702X UNIVERSITY AND POSTSECONDARY SYSTEMS: PLANNING PRACTICUM

Description as for 1700X.

C. Watson and *S. Quazi*, Regular Session (offered in 1972/73, and alternate years, with 1719X)

- 1703X EDUCATIONAL PLANNING: ECONOMICS OF HUMAN RESOURCES

An analysis of the contribution of investment in human capital to economic growth, with special reference to problems of manpower and educational planning.

M. L. Handa, Regular Session

- 1704X QUANTITATIVE METHODOLOGIES OF EDUCATIONAL PLANNING
(cross-listed with the Department of Computer Applications)

The intensive study of a selection of techniques drawn from the mathema-

tical and statistical sciences in order to assist the educational planner in developing a quantitative approach to planning problems, in evaluating contributions to the educational planning literature, and in bridging the communications gap between educational decision-makers and mathematically trained researchers.

Prerequisite: Permission of the instructor.

S. Padro, Regular Session (after hours)

- 1705X POPULATION STUDIES

An introductory course dealing with the problems, techniques, and methodology of demography. Topics include population measurement and prediction; mortality, morbidity, and life expectancy; measurement of fertility and its differentials; estimation of internal migration, and consideration of patterns of urbanization and location; determinants and consequences of international migration; the relation of population to resources; population policies; the composition of population; the relation of demographic factors to education.

B. B. Macleod, Regular Session (after hours)

- 1706X THE BUDGETARY PROCESS IN EDUCATIONAL PLANNING
(cross-listed with the Department of Educational Administration)

This course will concentrate on the links between planning and resource allocation in public education. Recent developments and new concepts in budgeting will be examined, with

emphasis on their applicability to planning for expenditures on human resources in general, and on education in particular.

J. W. Holland, Regular Session (after hours)

1707X EDUCATIONAL SYSTEMS MODELS

The main emphasis will be on the class of macro-models known as flow models, which will be studied intensively with respect to basic concepts, mathematical formulation, empirical estimation, and computational form. A model structure that uses Ontario data will be used by the students for the construction of example simulations. Other systems models used in educational planning, such as resource allocation models and institutional models, will also be discussed.

G. S. Tracz, Regular Session (after hours; offered as required)

1708X EDUCATIONAL PLANNING FOR SOCIAL DEVELOPMENT

This course focuses upon linkages between education and the social development of nations. Conceptions of social development will be examined and approaches to the measurement of dimensions of development relevant to these concepts will be evaluated. Evidence concerning the linkages between education and social development will be considered with a view to codification for the purpose of developing propositions useful to theory building.

J. P. Farrell, Regular Session

1709X THE EDUCATIONAL PLANNING PROCESS IN DEVELOPING NATIONS

This course will emphasize the pragmatic approach to educational planning in developing nations, in which the data customarily used may be incomplete or unavailable. The scope and range of the general planning process, and the process of educational planning, will be examined in the light of deficiencies in data and constraints of manpower, capital, and policy. The methodology for the conduct of planning in the more developed nations will be discussed in terms of its applicability to problems in the less developed nations.

D. N. Wilson, Regular Session (classes in French on request)

1710X SEMINAR: CONTROVERSIAL EDUCATIONAL ISSUES FOR PLANNERS

An examination of divergent views on theoretical and practical issues and problems in education, which are relevant for educational planners, particularly those at the local level. Some issues to be examined: reorganization of the school year, community use of school facilities, individualized instruction, equality of educational opportunity, use of para-professionals in elementary and secondary schools, community involvement in the setting of school goals and programs, integration of exceptional children, and introduction of controversial programs such as French instruction.

E. H. Humphreys, Regular Session (after hours; offered as required)

**1712X MANPOWER ASPECTS OF
EDUCATIONAL PLANNING**

This course examines the extent to which it is socially desirable and technically feasible to relate educational planning to projections of manpower requirements. Some of the topics included are the supply of and demand for educated manpower, unemployment of graduates and absorption of surplus labor, the impact of technological change on the occupational structure and skill requirements, substitutibility of different types of education and training, methods of forecasting manpower requirements, and the relationship between postsecondary education and manpower programs for adults.
M. L. Skolnik, Regular Session

**1714X THEORY AND PRINCIPLES OF
ECONOMIC PLANNING APPLIED
TO EDUCATION**

This course will cover the history and philosophy of economic planning; a comparative view of the existing planning trends in different countries; the formal techniques of economic planning, and their applications to education at different levels of decision-making. Educational planning problems and processes in a particular country will be reviewed.
M. L. Handa, Regular Session

**1715X METHODOLOGY FOR POLICY
RESEARCH
(cross-listed with the
Departments of Educational
Administration and Sociology
in Education)**

This course offers a methodological

frame of reference for critically examining social science writings, particularly policy-oriented writings, and with the necessary concepts and skills for formulating interrelated hypotheses.

The course will include an introduction to the logic and methods of theory construction in the social sciences, with special emphasis on problems of applied and policy-oriented theory. General consideration will be given to theories of knowledge, types of explanation, laws, and definitions. Special attention will be given to the problems of specifying operational definitions of policy parameters and organizational objectives.
W. E. Alexander, Regular Session

**1719X PLANNING THEORIES AND
ISSUES IN COLLEGE AND
UNIVERSITY MANAGEMENT**

The aims of this course are to examine long-range planning issues and the effective use of all types of resources in colleges and universities, to explore current and developing administrative problems and ways of coping with them, and to review programs in developing and applying management methods and techniques to college and university planning and administration.

Topics planned for the course include: the financial crisis, utilizing physical facilities, costing, faculty workload, academic planning, internal governance, internal pricing, trends in faculty compensation, institutional models for university management, institutional-system level relations, and university-government relations.
G. S. Tracz, Regular Session (offered

alternate years with 1702X; not offered in 1972/73)

**1721X SOCIAL AND ECONOMIC
INFLUENCES IN CANADIAN
EDUCATION**

An examination of historical and present-day social and economic influences in Canadian education, with special emphasis on the function of education within the Canadian economy; structural accommodation of education to social change throughout Canada's history; and provincial variations, with particular attention to Ontario.

B. B. MacLeod, Regular Session (after hours)

**1752X INDIVIDUAL READING AND
RESEARCH IN EDUCATIONAL
PLANNING: MASTER'S LEVEL**

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

**3703X WORKSHOP: TOPICS IN
ECONOMICS OF HUMAN
RESOURCES**

This seminar is intended primarily for students in the second year of their program. Probable topics for student projects include macro-models of education, the production function, technological change, and manpower forecasting techniques.

Prerequisite: 1703X, or equivalent.
M. L. Handa and *M. L. Skolnik*,
Regular Session

**3704X SEMINAR: MATHEMATICAL
MODELS IN EDUCATIONAL
PLANNING
(cross-listed with Higher
Education)**

The purpose of this course is to examine and evaluate applications of systems analysis and management-science techniques to the modeling of the planning process at various levels of the educational hierarchy (primary, secondary, and higher education). Recent developments in comprehensive quantitative approaches to educational planning problems will be reviewed and their potential for improving the reliability of forecasts and the information base in planning and decision-making, and for identifying the contribution of modeling efforts to educational policy analysis, will be discussed.

Prerequisite: 1704X, or equivalent.
G. S. Tracz, Regular Session

**3705X SEMINAR: ANALYSIS OF
FERTILITY**

This seminar will consider problems and methodology relevant to the study of fertility. Topics may include: trends and history for the West and for Canada; correlates of fertility and the demographic transition; cohort analysis; economic, social, ecological, cultural, legal, and biological variables affecting fertility; marriage and marriage patterns; fertility control; family size and planning studies; and fertility models.

Prerequisite: 1705X, or equivalent.
B. B. Macleod (not offered in
1972/73)

3706X SEMINAR: ANALYSIS OF MIGRATION

This seminar will consider problems and methodology relevant to the study of migration. Topics may include: theory or laws of migration; problems of migration statistics; the economic effects of migration; socioeconomic and demographic differentials; migration in relation to urbanization and the pattern of industrial location; social and demographic consequences of mobility; planned migration; and internal migration in various developed and developing countries.

Prerequisite: 1705X, or equivalent.
Staff (not offered in 1972/73)

3707X SEMINAR: OPERATIONS RESEARCH FOR EDUCATIONAL SYSTEMS

Topics will include: an introduction to stochastic processes, Markov processes, and elementary queuing theory; optimization subject to constraints by mathematical programming methods, with applications in educational systems; an introduction to the theory of games and statistical decisions, simulation and scheduling techniques.

Prerequisites: 1704X, or equivalent. Mathematics prerequisites to be discussed with the instructor.
S. Padro, Regular Session (offered in 1972/73 and alternate years)

3708X SEMINAR: CONTROVERSIAL EDUCATIONAL ISSUES IN DEVELOPMENT PLANNING

An examination of divergent views on theoretical and practical issues and

problems of educational planning in developing nations. Some of the issues examined: rate of extension of primary education; technical versus general education; adaptation of education to the local social and cultural setting; the role of international aid agencies in local planning; and domestic versus foreign provision of postprimary education.

J. P. Farrell and *D. N. Wilson* (not offered in 1972/73)

3710X SEMINAR: EDUCATIONAL PLANNING FOR SOCIAL AND ECONOMIC STRUCTURAL CHANGE (cross-listed with the Department of Educational Administration)

This course will deal with educational processes as determinants of social and economic structural change. Policies, methods, and techniques of educational planning will be reviewed in the context of their contributions to the control of conflict in organizations and the resolution of competitions for a society's resources.
J. W. Holland and *W. E. Alexander*, Regular Session

N3713X SEMINAR IN EDUCATIONAL PLANNING

A non-credit seminar. Several prominent speakers are invited during the regular session and a broad range of topics of interest to educational planners is covered. The main emphasis is on the reporting of ongoing planning research and development work.
Staff, Regular Session

**3715X SEMINAR: ADVANCED
DEMOGRAPHIC ANALYSIS**

This seminar is designed to meet the needs of students interested in special topics and methodology in demography beyond the introductory level. It ordinarily concentrates on three or four areas selected with a view to the students' particular backgrounds and needs.

Prerequisite: 1705X, or equivalent.
B. B. Macleod, Regular Session

**3716X METHODOLOGIES FOR
COMPARING EDUCATIONAL
SYSTEMS**

This course is designed for the prospective or practicing researcher who wishes to use comparative data in his work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analyzing large volumes of data from many countries. Particular attention will be paid to (a) the special analytical problems faced when using comparative data, and (b) the use of comparative data for testing propositions and developing theory in education.
J. P. Farrell and *D. N. Wilson*,
Regular Session

**3752X SEMINAR: INDIVIDUAL READING
AND RESEARCH IN EDUCATIONAL
PLANNING: DOCTORAL LEVEL**

Description as for 1752X, but at the doctoral level.

The following courses might also be of interest to students in Educational Planning:

**1027X THE ECONOMIC CONTEXT OF
EDUCATIONAL ADMINISTRATION
AND PLANNING**

(See full course description,
Department of Educational
Administration.)

**1052XA THE LEGAL CONTEXT FOR
EDUCATION**

(See full course description,
Department of Educational
Administration.)

**1510X COMPUTER APPLICATIONS TO
RESEARCH PROBLEMS**

(See full course description,
Department of Computer
Applications.)

**1525X THE COMPUTER IN
EDUCATIONAL ADMINISTRATION**

(See full course description,
Department of Computer
Applications.)

**3930X INNOVATIONS IN EDUCATION:
A COMPARATIVE ANALYSIS**

(See full course description,
Department of Sociology
in Education.)

History and Philosophy of Education



Department of History and Philosophy of Education

TREVOR J. WIGNEY, *Ed.M. (Harvard)*
*Lecturer and Chairman of the
Department*
(Canadian education; adult education
and politics; progressivism in Ontario
education; education in derivative
cultures)

CLIVE M. BECK, *Ph.D. (New England)*
*Associate Professor (on study leave
until June 30, 1973)*
(philosophy of values; philosophy of
practical inquiry; moral education;
theory of educational inquiry)

WILLARD BREHAUT, *Ed.D. (Toronto)*
Professor
(Canadian education; teacher educa-
tion; development of educational
research)

GERALD L. CAPLAN, *Ph.D. (London)*
Associate Professor
(developing countries; African studies;
Canada's relationship with the Third
World; politics and ideology in
Ontario)

BRIAN S. CRITTENDEN, *Ph.D. (Illinois)*
Professor
(social, philosophical, moral, and
aesthetic questions in education; logic
of the curriculum)

JOHN A. EISENBERG, *A.M. (Pennsylvania)*
Assistant Professor
(philosophy of history; philosophy of
social science; social studies education;
Canadian studies)

JAMES S. HOCKLEY, *M.A. (Oregon)*
Lecturer
(European education; Modern France;
the Renaissance)

MICHAEL B. KATZ, *Ed.D. (Harvard)*
*Associate Professor (on study leave
until August 31, 1973)*
(urban social structure; American
education; 19th-century Ontario)

DOUGLAS MYERS, *Ph.D. (Edinburgh)*
*Assistant Professor (on leave of
absence with the Ontario Teacher's
Federation, but teaching course 1407X)*
(Canadian and British education; the
training, role, and influence of teachers)

E. CHRISTOPHER OLSEN, *Ph.D. (London)*
Assistant Professor
(philosophy of mind; theory of
knowledge; theory of human action)

ALBRECHT WELLMER, *Ph.D. (Frankfurt)*
Associate Professor
(philosophical anthropology;
philosophy of science, social philo-
sophy, and philosophy of social science)

PROGRAMS OF SPECIALIZATION

This department offers the following
programs:

M.Ed. in History of Education
M.Ed. in Philosophy of Education
M.A. in History of Education
M.A. in Philosophy of Education
Ph.D. in History of Education
Ph.D. in Philosophy of Education

Candidates normally specialize in *either* History of Education *or* Philosophy of Education. In what follows, the rubric "History/Philosophy of Education" should be read as "History of Education" or "Philosophy of Education," depending on the candidate's field of interest.

Faculty advisors are normally assigned to new students according to apparent areas of special interest within History/Philosophy of Education. Applicants are requested to indicate their special interests as early as possible. It is departmental policy that a student is free to make his own choice of advisor after an initial period of orientation.

Applicants with suitable academic qualifications may be admitted to an M.A. or Ph.D. program without having had professional training for teaching, or professional experience. Such experience may, however, be considered important for appropriate occupational placement after graduation.

Candidates who have no teaching or other professional experience in education will normally be required to gain some knowledge of the nature and problems of contemporary schools. The specific requirements may be worked out individually for each student, with his advisor, although the extracurricular and development activities of the Institute and this department will provide the main avenues for meeting these requirements.

Under present School of Graduate Studies regulations, a student with an M.A. in History or Philosophy, but

with no graduate study in education, must complete some courses in education before entering the second year of a three-year Ph.D. program. Sometimes standard history and philosophy courses may be counted as education courses for this purpose (e.g., Early Greek Thought, Theory of Knowledge). However, without these, the necessary courses must be completed in some graduate department of education, at OISE or elsewhere. In addition, if the M.A. did not include a thesis, the candidate must complete a Qualifying Research Paper as a prerequisite to admission.

MASTER OF EDUCATION WITH SPECIALIZATION IN HISTORY/ PHILOSOPHY OF EDUCATION

The normal M.Ed. program consists of eight half-courses, *four* of which must be in History/Philosophy of Education.

It is possible for students to take an M.Ed. with concentration in History *and* Philosophy of Education, under the title of Master of Education for Special Purposes.

M.Ed. students with special interests may find a number of closely related courses within this and other OISE departments, for example, in one of these areas: science education, moral education, educational policy studies, social studies education. This department allows considerable flexibility in the arrangement of courses of study, in cooperation with other departments, to meet the special interests of individual students.

MASTER OF ARTS WITH SPECIALIZATION IN HISTORY/ PHILOSOPHY OF EDUCATION

Candidates will be admitted to a one-year course for this degree, provided History/Philosophy has been a major subject in their bachelor's degree. The four-year B.A. History/Philosophy courses offered by the University of Toronto will be taken as the standard for an assessment of the extent and level of work done in History/Philosophy by graduates from other universities. In certain cases, some additional course work or reading in History/Philosophy may be required.

Students with special interests or exceptionally strong backgrounds in History/Philosophy may be allowed to substitute relevant courses in other parts of the Institute or in other departments of the School of Graduate Studies for some of the required courses in the graduate Department of History/Philosophy.

Candidates who are accepted for this degree but do not have an adequate background in History/Philosophy will be required to undertake preliminary study in History/Philosophy.

One-Year Program Leading to the M.A.

- (a) Three half-courses in History/Philosophy of Education.
- (b) Two half-courses, or the equivalent, in the Department of History/Philosophy of the School of Graduate Studies.
- (c) One elective half-course that may

be taken in another department of the Institute.

- (d) A thesis. (Ordinarily the amount of work involved in the thesis is approximately the equivalent of two half-courses.)

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HISTORY/ PHILOSOPHY OF EDUCATION

*Years 2 and 3 of the Ph.D. Program
(counting the one-year program for
the M.A. as Year 1)*

The normal requirements for this program are as follows:

- (a) Two half-courses, or the equivalent, in History/Philosophy of Education.
- (b) Two half-courses, or the equivalent, in the Department of History/Philosophy of the School of Graduate Studies.
- (c) If in History of Education: two elective half-courses. If in Philosophy of Education: 3454X and one elective half-course.
- (d) Thesis.

Note: Normally, the required six half-courses will be completed in Year 2.

As eight half-courses are required for the Ph.D. and only two may be transferred from Year 1, students should make sure that the courses selected in Year 2 provide them with the necessary major and minor subjects.

It often happens that students require more than these two residence years to produce an acceptable thesis. In fact, History of Education students normally take three full years beyond

the M.A. level. After the required resident years, it is possible to complete the thesis on a part-time basis, subject to the time limit. See page 25, section (g).

COURSES IN HISTORY/ PHILOSOPHY OF EDUCATION

Courses in the Department of History and Philosophy of Education are identified by the first two digits, 14 or 34, of the course number. It should be noted that *in this department the initial digit (1 or 3) does not necessarily indicate course level*. Most courses can be taken at either the master's or the doctoral level.

Courses in this department are normally open to M.Ed., M.A., and Ph.D. students in other departments as well, except where indicated prerequisites or excessive enrollments would preclude this.

HISTORY OF EDUCATION

1400X HISTORY OF EDUCATION IN ANTIQUITY AND THE MIDDLE AGES

Educational institutions and ideals in the light of cultural history: e.g., education and the city state, Greek philosophy, Hellenistic imperialism, Roman civic ideals, Judaism and early Christianity, medieval society and politics. Case studies in the roles of educational institutions and methods in acculturation.

J. S. Hockley (alternate years; not offered in 1972/73)

1401X HISTORY OF EUROPEAN EDUCATION (RENAISSANCE, REFORMATION, EARLY MODERN)

Studies in the history of education from the Renaissance to the Enlightenment. Attention is given to questions of current interest that are dealt with in recent scholarship: society and education, philanthropy, typographical culture, theology and pedagogy, politics of education, science and the universities.

J. S. Hockley, Regular Session (after hours)

1402X HISTORY OF MODERN EUROPEAN EDUCATION

Studies in the social and political history of European education since the eighteenth century. Problems of special interest to Canadians are considered in their European context: education and revolution, development of national school systems, schools between church and state, ideologies and politics of education, democratization of schools, treatment of ethnic and cultural minorities, youth and student movements. (See also 3402X.)

J. S. Hockley, Regular Session (after hours)

1403X HISTORY OF EDUCATION IN CANADA

Survey of the history of education in Canada, with particular reference to the following: organization of education in Canada, history of education in each of the provinces, the role of the federal government in education, church and state in Canadian educational history, education of minority

groups, changing educational theory and practice, Canadian education and its critics – past and present.

(See also 3403X.)

W. Brehaut, Regular Session
(after hours)

1407X HISTORY OF MODERN BRITISH EDUCATION

This course is concerned primarily with the political, social, and educational implications of the national (state) educational controversies that marked the nineteenth-century period in Britain, and the adjustments, revisions, and reforms that followed in the twentieth.

D. Myers, Regular Session (after hours)

1409X EDUCATION, RADICAL CULTURE, AND SELF-HELP: THE HISTORICAL SETTING OF ADULT EDUCATION (cross-listed with the Department of Adult Education)

A history of adult education movements, with particular reference to Great Britain. This course examines various antithetical factors in the history of adult education: communal experiments and individualistic self-help; working-class cultural and social aspirations and the paternalism of middle-class philanthropy; movements and organizations; radical liberal adaptation and utopian abstractionism; independent movements and government sponsorship; political involvement and quietism; utility and classicism.

T. J. Wigney, Regular Session
(after hours)

1410X THE UNIVERSITY IN AMERICAN SOCIETY: THE COLONIAL PERIOD TO THE PRESENT (also listed as History 1021X, *School of Graduate Studies Calendar*, University of Toronto. Cross-listed with Higher Education.)

A survey of the relation between social development and higher learning in the United States. Topics for discussion include the Americanization of the idea of the university; the impact of evangelical religion on higher education; nationalism and educational thought; the role of the nineteenth-century college in American culture; the origins of the modern university; progressivism and the purpose of higher education; development of the multiversity; student protest and the restructuring of the university; and the idea of the critical university.

M. B. Katz, Regular Session (alternate years; not offered in 1972/73)

1411X EDUCATION AND SOCIAL CHANGE: THE AMERICAN EXPERIENCE (also listed as History 1020X, *School of Graduate Studies Calendar*, University of Toronto)

This course examines the relation between social change and educational development in American history. It emphasizes urban problems, particularly the educational implications of social stratification and the development of bureaucracy, and studies movements of urban educational reform at different points in time.

M. B. Katz (alternate years; not offered in 1972/73 or 1973/74)

1412X EDUCATION AND CULTURAL
CONTROVERSY

An examination of selected contemporary cultural controversies and their relation to education, mainly in Canada and the United States. Taught primarily with films. Limited to fifteen students.

M. B. Katz, Summer Session

1417X POLITICS IN THE HISTORY OF
CANADIAN EDUCATION

Analysis of specific cases in the history of Canadian education in which political considerations have played a crucial role in educational policy decisions.

Staff, Regular Session

1419X RESEARCH SEMINAR IN THE
HISTORY OF EDUCATION

Discussion of issues in historiography and consideration of various research projects being conducted in this department.

Staff, Regular Session

1452X INDIVIDUAL READING AND
RESEARCH IN THE HISTORY OF
EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses.

While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1464 EDUCATION FOR
UNDERDEVELOPING COUNTRIES

A seminar course including the following topics: Canada's relations with the Third World, factors respons-

ible for reinforcing the process of underdevelopment, Canadian aid to Third World educational systems, how Canadian attitudes towards underdevelopment and the Third World are shaped, studies of alternative approaches to education in the Third World and in Canada about the Third World.

G. L. Caplan, Regular Session
(after hours)

1466X PROBLEMS OF EDUCATION IN
SELECTED UNDERDEVELOPED
COUNTRIES

A reading course for students with some background in Third World studies who wish to pursue areas of special interest more intensely. Attention may focus on a particular problem or a particular geographical area.

G. L. Caplan, Regular Session
(not offered in 1972/73)

3402X PROBLEMS IN THE HISTORY OF
MODERN EUROPEAN EDUCATION

European pedagogical theories and practices since the eighteenth century in relation to cultural and intellectual history. Probable focal points include: traditional pedagogies (Jesuit, neo-humanist); Enlightenment philosophy (epistemology, concepts of man); utilitarianism, positivism, evolutionism, structuralism; the Nature School, European New School movement; civic instruction, popular culture. The course complements 1402X but may be taken independently of it.

J. S. Hockley, Regular Session
(after hours)

3403X SELECTED TOPICS IN THE HISTORY OF EDUCATION IN CANADA

This is a continuation of 1403X.

A seminar course on selected aspects of the history of education in Canada: topical study of the development in Canada of educational administration, curriculum and methods, teacher education, and other aspects of education to be decided in class.

W. Brehaut, Regular Session
(after hours)

3420X URBAN SOCIAL STRUCTURE: MODES OF HISTORICAL ANALYSIS

An introduction to the empirical analysis of social structure in history, with emphasis on theoretical and methodological questions, and consideration of the implications of historical social analysis for school curricula.

M. B. Katz, Regular Session
(after hours; not offered in 1972/73)

3424X ASPECTS OF PROGRESSIVISM IN ONTARIO EDUCATION

An examination of the influence on Ontario education of diverse streams of progressivism since 1880, including: the relation of political progressivism to education; the problem of cultural transmission, adaptation, and identity in a derivative society; the influence of business and industry on schooling; populism and agrarian influences on education; the quest for a "science" of education; the reaction to American and European influences; the child study movement; the growth of educational measurement, testing, and guidance; "scientific" management of

schools; and the influence of political and social philosophies on curricula and methods.

Prerequisite: 1403X, or permission of the instructor.

T. J. Wigney, Regular Session

3426 IDEOLOGY AND EDUCATION IN THE HISTORY OF ONTARIO POLITICS

A seminar based on original research designed to examine the formation and the nature of political values and perceptions in Ontario, and their consequences for public life in postwar Ontario.

Prerequisite: Permission of the instructor.

G. L. Caplan, Regular Session

3452X INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: DOCTORAL LEVEL

Description as for 1452X, but at the doctoral level.

PHILOSOPHY OF EDUCATION

1430X PHILOSOPHY OF MIND IN EDUCATION

Topics in philosophy of mind of importance to education will be selected, according to the interests of seminar participants, from the following: the concept of experience, the private language problem, consciousness and intentionality, emotion and its expression; the mind-body problem; action, intention, responsibility, motivation; and the concept of a person.

Prerequisite: B.A. major in philo-

sophy, or permission of the instructor.
E. C. Olsen, Regular Session

1431X THEORY OF KNOWLEDGE IN
 EDUCATIONAL INQUIRY

This seminar is complementary to, but does not assume that the student has taken, course 1430X. Topics are selected from the following: knowledge and its relation to belief, truth, and evidence; perceptual knowledge, self-knowledge, knowledge of other minds, and religious and aesthetic knowledge; understanding, teaching, and learning. The emphasis is on conceptual clarification rather than on empirical investigation.

Prerequisite: B.A. major in philosophy, or permission of the instructor.
E. C. Olsen, Regular Session

1432X KNOWLEDGE, MIND, AND
 HUMAN BEINGS

This course is designed primarily for those without extensive background in philosophy. It will consider selected topics of particular concern to educators from the areas of philosophy of mind and theory of knowledge: e.g., experience, mind, emotion, thought, behavior; self-knowledge, knowledge of others, knowledge of the empirical world; concepts; teaching, learning, and understanding. The underlying concern will be to develop a conceptual account of a person as an educable being.

(Not open to students registered in 1430X or 3431X. Please consult the instructor when choosing among the three courses.)

E. C. Olsen, Regular Session (after hours)

1433X FREEDOM AND RESPONSIBILITY
 IN EDUCATION

A discussion of various problems involved in the development of free, responsible persons through education. Topics will be considered from a theoretical viewpoint, which will be related to an educational/social setting. They include: the preconditions of moral action, freedom of the will, existential freedom, personal autonomy, liberty and human rights, development of a sense of responsibility. This course does not presuppose extensive background in philosophy.
E. C. Olsen, Regular Session (after hours)

1434X PHILOSOPHICAL ASPECTS OF
 THE RELATIONSHIP BETWEEN
 SCHOOL AND SOCIETY

Topics will include the nature of educational value; authority and freedom in education; academic freedom; equality in education; the role of the school as an agent of social change; the determination of policies for education in a pluralistic society; indoctrination; democracy and excellence in education.

(This course is for students with little or no background in philosophy.)
B. S. Crittenden, Regular Session (after hours)

1438X PHILOSOPHY OF VALUE AND
 THE STUDY OF EDUCATION

This course differs from 1442X in that it deals with problems in value theory in general rather than simply problems in moral theory. The following topics will be considered, with particular reference to education: varieties of

value utterance, the nature and function of rules, the problem of objectivity in value inquiry, the relation of means to ends, strategies of decision, planning for the future, special problems in periods of rapid change, value inquiry in institutional contexts.

C. M. Beck, Regular Session (after hours; not offered in 1972/73)

1441X MORAL EDUCATION

A discussion of the form-content distinction in morals and moral education; various approaches to moral education; the problem of authority, authoritarianism, and indoctrination; political and institutional problems; assessment; and the problem of passing from thought to action.

C. M. Beck, Summer Session (not offered Regular Session 1972/73)

1442X MORAL THEORY FOR THE SCHOOLS

This course will be concerned with the detailed development of a body of *moral theory* that might serve as a basis for ethics courses in the schools. An attempt will be made to develop a graduated curriculum in ethics for the upper primary school and the secondary school.

C. M. Beck, Regular Session (not offered in 1972/73)

1444X THE LOGIC OF THE CURRICULUM (cross-listed with the Department of Curriculum)

A discussion of the broad theoretical issues affecting the design and use of a curriculum for general (or liberal)

education. Aspects of the following topics will be included: aims of education and uses of schooling; varieties of knowledge and modes of inquiry; logical and psychological order in teaching and learning; individual and social needs; values in curriculum decision-making; liberal education in technological society.

(This course is for students with little or no background in philosophy.)
B. S. Crittenden, Regular Session (after hours)

1450X PHILOSOPHY OF SCIENCE AND SCIENCE EDUCATION (cross-listed with the Department of Curriculum)

A discussion of some major problems in the philosophy of science concerning the "aim," the "objectivity," and the empirical "basis" of science. Topics included are the problems of explanation, causality, and induction; the problem of the falsifiability of scientific theories; the conceptual structure of scientific theories, the ontological status of theoretical entities, the growth of scientific knowledge, and the relation between science and technology. Finally, the problems of the "unity of science" and of science as an "ideology" will be discussed.

A. Wellmer, Regular Session (after hours)

1451X PHILOSOPHICAL THEORIES OF METHODOLOGY AND EDUCATION IN HISTORY AND THE SOCIAL SCIENCES

(cross-listed with the
Department of Curriculum)

A consideration of some of the major

contemporary positions (Gottschalk, Hempel, Collingwood, Dray, Winch, Bruner, Fenton, etc.) on methodology in history and the social sciences, and the relevance of these theories for social science education. Emphasis is placed on the nature and function of generalizations; views of explanation; theory testing; modes of reasoning; the place and treatment of rules; and the application of theories on the nature of history and of the social sciences to the teaching of these subjects.

J. A. Eisenberg, Regular Session
(after hours)

**1453X INDIVIDUAL READING AND
RESEARCH IN PHILOSOPHY OF
EDUCATION: MASTER'S LEVEL**

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not available in existing courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

**3434X ETHICS AND VALUE THEORY
IN EDUCATION**

An analysis of the ethical aspects involved in the role of the school and in the educative process: (a) the general relevance of ethics and value theory to education; (b) ethical problems that arise from the situation of common schools in a pluralistic society; (c) the content and method of moral education; (d) other aspects of the curriculum and the life of the school.

B. S. Crittenden, Regular Session

3436X AESTHETICS AND EDUCATION

The course will examine three general topics: education as an aesthetic experience; education for the appreciation of art; art as education. Special attention will be given to theories of literary criticism and the teaching of literature.

Prerequisite: Permission of the instructor.

B. S. Crittenden, Regular Session

**3449X THE PROBLEM OF A
PHILOSOPHICAL ANTHRO-
POLOGY AND ITS IMPLICATIONS
FOR EDUCATION**

Topics will include the aims and methods of a philosophical anthropology; the relation between philosophical and scientific knowledge of man; the problem of anthropological constants and of a philosophical "proto-theory" for the sciences of man; language, history, and morality as interrelated dimensions of human beings; historical materialism reconsidered. These topics will be discussed with particular reference to education.

Prerequisite: Permission of the instructor.

A. Wellmer, Regular Session
(after hours)

**3451X PHILOSOPHICAL INQUIRY INTO
METHODOLOGICAL PROBLEMS
ARISING IN HISTORY AND SOCIAL
SCIENCE EDUCATION
(cross-listed with the
Department of Curriculum)**

A problem course dealing with current philosophical problems in the areas

designated. Specific problems will be determined by the members of the seminar. Such topics as the nature of social inquiry, objectivity in the social sciences, the notion of causality, the nature of creativity and its relation to the "logic" of discovery, reasoning procedures in the social sciences, validation procedures, the nature of cognitive structures, and the teaching of cognitive structures are among those to be considered.

J. A. Eisenberg, Regular Session
(after hours)

3453X INDIVIDUAL READING AND
RESEARCH IN PHILOSOPHY OF
EDUCATION: DOCTORAL LEVEL

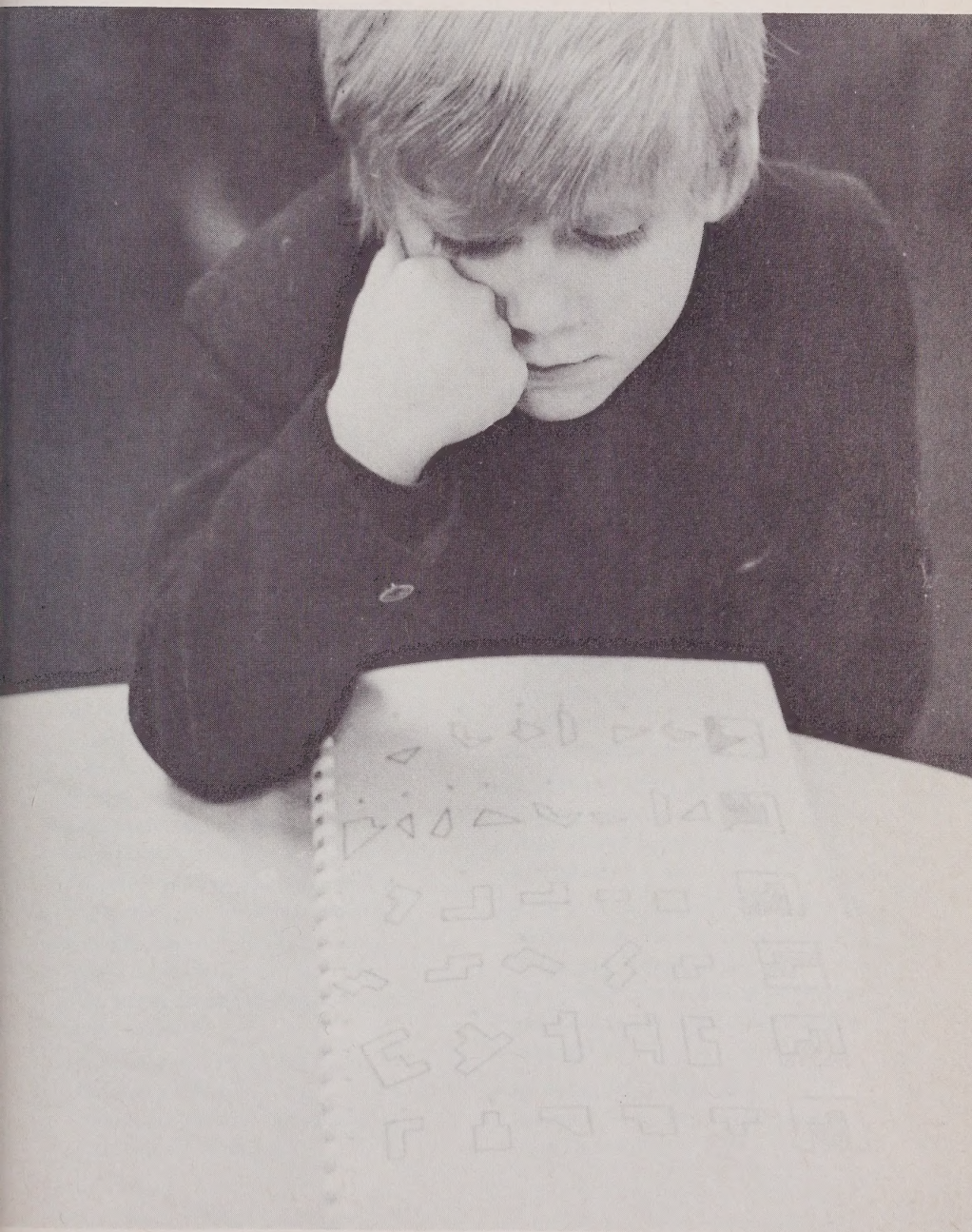
Description as for 1453X, but at the doctoral level.

3454X PRACTICE OF PHILOSOPHICAL
INQUIRY

This course is required of all Ph.D. candidates. Students will write two carefully developed papers in philosophy of education and present each to a different member of staff for intensive discussion.

Staff, Regular Session

Measurement and Evaluation



Department of Measurement and Evaluation

VINCENT R. D'OYLEY, *Ed.D. (Toronto)*
*Professor and Chairman of the
Department, cross-appointed from
Educational Planning*

SHIZUHIKO NISHISATO, *Ph.D.*
(North Carolina)
*Associate Professor and Associate
Chairman of the Department*
*(scaling theory and analysis of
categorical data)*

SABIR A. ALVI, *Ph.D. (Indiana)*
*Associate Professor, cross-appointed
from the Office of the Coordinator of
Graduate Studies*
*(measurement for guidance and
counseling)*

SHMUEL M. AVITAL, *Ed.D. (Toronto)*
*Associate Professor, cross-appointed
to Applied Psychology*
*(curriculum development and the
psychology of learning secondary
school mathematics)*

RAGHU P. BHARGAVA, *Ph.D. (Stanford)*
Associate Professor
*(design and statistical analysis of
experiments; multivariate analysis)*

DONALD F. BURRILL, *Ph.D. (Cornell)*
Assistant Professor
*(computer aspects of measurement;
data analysis)*

ALEXANDER EVEN, *Ph.D. (Toronto)*
Assistant Professor
*(physics, chemistry, and general
science test development)*

W. GERALD FLEMING, *Ed.D. (Toronto)*
*Professor, cross-appointed from the
Office of the Coordinator of Graduate
Studies*
*(contemporary development of all
aspects of education in the Province
of Ontario)*

DOROTHY M. HORN, *Ed.D. (Columbia)*
Assistant Professor
(mathematics test development)

SAR B. KHAN, *Ph.D. (Florida State)*
*Associate Professor (on study leave
until August 31, 1973)*
*(educational attitudes; learning
environments; prediction of educational
developments)*

RODERICK P. MCDONALD, *Ph.D.*
(New England)
Professor
(psychometric models)

ROSS E. TRAUB, *Ph.D. (Princeton)*
Associate Professor
*(educational measurement and
evaluation)*

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
*Assistant Professor, cross-appointed
to Computer Applications*
*(evaluation of educational technology
and programs; computer applications
in education)*

JOEL WEISS, *Ph.D. (Chicago)*
*Assistant Professor, cross-appointed
from Curriculum*

PROGRAMS OF SPECIALIZATION

The basic goal of the department is to train students to become competent researchers in the fields of measurement and quantitative experimental methods and theory, and to prepare them to utilize methodology and theories in the area of evaluation. Graduate work in these fields usually involves considerable training in the areas of descriptive and inferential statistics, classical and modern test theory, scaling theory, factor analysis, quantitative psychology, various aspects of test development, and research methods appropriate for the design and execution of empirical investigations.

Full-time M.A. students are required to include in their programs a core consisting of the following four half-courses: 1604X, 1666X, 1670X, and 1680X, or their equivalent or better. If a student enters the department with a solid background in any of the areas covered in these courses, he will be allowed to substitute another course.

M.Ed. students are encouraged to include in their programs the four core courses. Ph.D. students must have taken at least four 3600-level courses in their program.

M.A. and Ph.D. students are required by the end of their first year of residence to demonstrate competence in FORTRAN IV or PL/I computer-programming techniques. In addition, proficiency in certain aspects of matrix theory and calculus are required of Ph.D. candidates. Short courses will be provided for those

wishing instruction in these areas.

Further information is given in a brochure that can be obtained from the department.

COURSES

Courses at the 1600 level are generally considered introductory, while those at the 3600 level are more advanced. However, this does not imply that doctoral students cannot receive credit for 1600-level courses, or that master's students cannot take 3600-level courses.

Note: (a) from time to time, Measurement and Evaluation offers short non-credit courses in descriptive statistics, matrix algebra, calculus, and other topics, to provide students with the desirable background. Please consult this department or the timetable (*Schedule of Graduate Courses*) for current offerings.

(b) A prior knowledge of elementary statistics is beneficial in some of the introductory courses. If a student taking 1610X, 1611X, or 1660X does not have this background, he is advised either to attend a non-credit course in descriptive statistics as mentioned in Note (a) or to make other arrangements to acquire this knowledge.

1604X ELEMENTS OF TEST THEORY

Classical test theory, validity and prediction theory, item analysis and test assembly, scoring and equating.

Desirable background: Completion of or concurrent registration in 3666X. *R. E. Traub*, Regular Session (daytime)

1610X INTRODUCTION TO MEASUREMENT AND EVALUATION

A presentation of the basic principles of testing. Topics covered will include a *brief* review of descriptive statistics; discussions of the concepts of reliability, validity, and norms; the construction of teacher-made tests; and an examination of selected standardized aptitude, achievement, and personality tests.

Prerequisite: See Note (a).

A. Even, Regular Session (daytime and after hours)

1611X ESSENTIALS OF PSYCHOLOGICAL TESTING FOR GUIDANCE PERSONNEL

A survey of the measuring instruments used by school guidance personnel. Topics included are a *brief* review of criteria used to evaluate measuring instruments, a study of the psychological theories underlying the most frequently used psychological tests, and actual experience in the administration of tests and in the interpretation of test results.

Prerequisite: See Note (b).

S. A. Alvi, *W. G. Fleming*, and *R. E. Traub*, Summer Session and Regular Session (daytime and after hours)

1615X TEST CONSTRUCTION

A practicum providing experience in the construction of educational and psychological measuring instruments. This will include classroom tests and other data-gathering instruments. During this course, students are expected to construct and pretest an instrument.

Prerequisites: 1610X and 1666X, or

equivalents (or concurrent registration in these courses).

J. Weiss, Summer Session and Regular Session (after hours)

1652X INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Prerequisite: Permission of the instructor concerned.

1659X EVALUATION OF CURRENT ISSUES IN ONTARIO EDUCATION (cross-listed with the Department of Curriculum)

The specific content will depend on current issues. The 1971/72 topics were four issues selected by the students. This approach emphasizes the critical reading of research reports and other literature that present varied points of view relative to the issue, practical problems of implementation, and the evaluation of the results of implementation. It is expected that the topics will be such as to encourage participation of speakers from both within OISE and outside. This course is seen as being complementary to 1358X in the Department of Curriculum.

Prerequisite: Permission of the instructor.

H. H. Russell, Regular Session (after hours)

1660X INTRODUCTION TO EMPIRICAL RESEARCH IN EDUCATION

The general emphasis is on developing critical readers of research and of other evaluative educational literature. Basic concepts, methods, and problems in educational research are considered. Topics include: steps in the research process, formulation of hypotheses, design of research instruments, methods of data collection, and the writing of research reports. Students may be required to conduct a small research project.

Prerequisite: Descriptive statistics.

S. Avital and *D. C. Campbell*, Summer Session and Regular Session (after hours)

1666X ELEMENTS OF STATISTICS

A brief review of descriptive statistics, including simple correlation and regression, probability distributions, sampling distributions, expectations and moments, inference about population parameters, basic principles of experimental design and one-way analysis of variance, and multiple comparison procedures.

S. Avital, *D. F. Burrill*, and staff, Summer Session and Regular Session (daytime and after hours)

1670X ELEMENTS OF FACTOR ANALYSIS AND RELATED TECHNIQUES

Introduction to the basic concepts of factor analytic and related statistical methodology, with illustrations using both constructed and empirical data. Major topics are: relevant matrix algebra and statistics, multiple and partial correlation, structural hypo-

theses on correlation matrices, component analysis, common-factor models, problems of transformation and interpretation, the problem of factor scores, comparative factor analysis, and what to use, as a rule, instead of factor analysis.

The course is intended to be, at the same time, both conceptually rigorous and mathematically elementary.

R. P. McDonald, Regular Session (after hours)

1675X MATRIX THEORY WITH STATISTICAL APPLICATIONS

Discussion of the results of matrix algebra relevant to the mathematical treatment of statistical or psychometric models for multivariate analysis. The subject is treated from the beginning, but moves fairly quickly to intermediate and somewhat "advanced" topics. Topics to be included: generalized and conditional inverse, systems of linear equations, special matrices, differentiation and integration of functions of matrices, the generalized Eigen problem, and special decompositions and representations.

Prerequisite: Permission of the instructor.

R. P. McDonald, Regular Session (daytime)

1680X ELEMENTS OF SCALING

Derivation of rational measurements from a wide variety of data such as ranking, "yes-no," multiple-choice, paired comparison, and contingency tables.

Desirable background: 1666X. *S. Nishisato*, Regular Session (after hours)

3602X ADVANCED FACTOR ANALYSIS
AND RELATED TECHNIQUES

Beginning with basic tests of hypotheses on the structure of covariance matrices, the course leads into the standard problems of estimation and hypothesis-testing for unrestricted and restricted common factor analysis, rotation methods, and factor score methods. It also includes consideration of more general models of the factor-analytic type.

Prerequisite: Permission of the instructor.

R. P. McDonald, Regular Session (daytime)

3605X ADVANCED TEST THEORY

Alternative models to the classical test theory model (e.g., models for non-parallel tests, binomial error models, latent trait models), matrix sampling, considerations derived from decision theory, and programmed testing.

Desirable background: 1604X and 3666X.

R. E. Traub, Regular Session (daytime; offered in 1972/73 and alternate years)

3608X PERSONALITY MEASUREMENT

Examination of methodologies and problems in the construction of personality tests, test standards, response styles, problems in measuring particular personality characteristics, actuarial prediction, statistical methods of decision-making in selection and personality assessment, and the ethics of personality assessment.

Prerequisite: Permission of the instructor.

Staff (not offered in 1972/73)

3610X EVALUATION METHODOLOGY
AND THEORY

Emphasis on contemporary issues, models, and projects for evaluating socio-educational programs by examining concepts, rationales, instruments, procedures, and the role of educational evaluation.

M. W. Wahlstrom, Regular Session (daytime)

3637X ADVANCED SCALING THEORY

Emphasis on rigorous statistical bases for such scaling procedures as optimal scaling, current Thurstonian scaling, and multidimensional scaling.

Desirable background: 1680X and 1675X.

S. Nishisato, Regular Session (daytime; offered as required)

3652X INDIVIDUAL READING AND
RESEARCH IN MEASUREMENT
AND EVALUATION: DOCTORAL
LEVEL

Description as for 1652X, but at the doctoral level.

Prerequisite: Permission of the instructor.

3664X MATHEMATICAL STATISTICS

Probability measure; random variable; expectation; sampling distribution of t , X^2 , and F ; likelihood; sufficiency; estimation; and testing of hypotheses.

Prerequisite: Calculus or permission of the instructor.

R. P. Bhargava, Regular Session (daytime)

3666X INTERMEDIATE STATISTICS AND RESEARCH DESIGN

Analysis of variance for one-way and two-way classification data for fixed, mixed, and random effects models; factorial experiments; linear and multiple regression; total and multiple correlation; analysis of covariance for simple designs.

Prerequisite: 1666X, or equivalent, or permission of the instructor.

R. P. Bhargava and *D. F. Burrill*, Summer Session and Regular Session (daytime and after hours)

3667X ANALYSIS OF VARIANCE

Multivariate normal distribution; distribution of quadratic forms; general linear hypothesis; analysis of variance for various designs (complete and incomplete); multiple comparison tests; factorial experiments; confounding; linear and multiple regression; the fitting of orthogonal polynomials; covariance analysis; and other designs.

Prerequisite: Permission of the instructor.

R. P. Bhargava, Regular Session (daytime; offered as required)

3668X MULTIVARIATE ANALYSIS WITH APPLICATIONS

Discussions of Hotelling's T^2 , multivariate general linear hypothesis, multivariate analysis of variance, principal component analysis, canonical correlations, and classification of observations.

Prerequisites: 3664X and 3667X, or equivalents, plus some knowledge of matrix theory and calculus; or by permission of the instructor.

R. P. Bhargava, Regular Session (daytime; offered as required)

3674X ADVANCED SEMINAR IN MEASUREMENT AND EXPERIMENTAL DESIGN

Consideration of advanced theoretical and empirical topics in measurement, and a detailed examination of experimental designs relevant to educational research.

Prerequisite: Permission of the instructor.

Staff, Regular Session (daytime; not offered in 1972/73)

3676X THE STRUCTURAL ANALYSIS OF MULTIVARIATE DATA

A survey of a class of metric models for the analysis of multivariate response data. Comparison and contrast of the essential properties of the models, and applications to educational data. Topics to be included: analysis of covariance structures; nonlinear factor analysis; latent structure analysis; other latent trait theories, including aspects of test theory, relations to nonmetric models, and analysis of covariance structures.

Prerequisites: 3602X and permission of the instructor. The course would normally be taken immediately following and as the effective continuation of 3602X.

R. P. McDonald, Regular Session (daytime)

3677X ATTITUDES: THEORY, MEASUREMENT, AND RESEARCH

Foundations of attitudes in terms of early theoretical developments,

relationships of attitudes to value and beliefs systems, theories of attitude formation and change, discussion of selected measurement techniques, review of selected empirical research on attitude change and its relevance for education.

S. B. Khan, Regular Session (daytime; not offered in 1972/73)

The following courses might also be of interest to students in Measurement and Evaluation:

1358X CURRICULUM DEVELOPMENT
AND SCHOOL SYSTEM
INTERVENTION
(See full course description,
Department of Curriculum.)

1360X THE EVALUATION OF
CURRICULUM AND
INSTRUCTION
(See full course description,
Department of Curriculum.)

Sociology in Education



Department of Sociology in Education

EDWARD B. HARVEY, *Ph.D. (Princeton)*

*Associate Professor and Interim
Chairman of the Department, cross-
appointed to the Department of
Sociology, University of Toronto*
(educational systems and the labor
market, including new career patterns
in education, underemployment and
skill substitutions, and their implica-
tions for innovation in education)

ANDREW EFFRAT, *Ph.D. (Harvard)*

*Associate Professor, cross-appointed to
the Office of the Coordinator of
Research and Development Studies*
(classroom interaction; socialization;
organizational analysis; social change;
general theory)

MICHAEL FULLAN, *Ph.D. (Toronto)*

Assistant Professor
(innovation and change in schools,
including role orientations of
administrators, teachers, students,
and parents)

DAVID W. LIVINGSTONE, *Ph.D.*

(Johns Hopkins)
Assistant Professor
(alternative educational futures;
comparative studies of educational,
socioeconomic, and political develop-
ment; conscientization and educational
policy-making; synergistic thinking)

FRANK V. MAIDMAN, *Ph.D. (Toronto)*

*Assistant Professor, cross-appointed
to Special Education*
(family socialization and schooling;
family and school linkages; sociology
of guidance counseling in schools;
organizational context of special
education)

DAVID B. NOLLE, *M.A. (Vanderbilt)*

Lecturer
(effects of family and school factors
on educational aspirations and attain-
ment processes; changes in attitudes
towards family, school, and self during
adolescence)

WILLIAM G. SPADY, *Ph.D. (Chicago)*

Associate Professor
(educational aspirations and attainment
processes; peer-group social systems;
authority and reward structures of
school systems; role orientations of
teachers and administrators)

PROGRAMS OF SPECIALIZATION

This department offers special pro-
grams leading to an M.Ed., M.A., or
Ph.D. with specialization in Sociology
in Education, including several joint
programs with other departments.
Full-time study is a requirement of all
degree programs, with the exception
of the M.Ed. which may be taken on a
part-time basis. These programs
include courses in Sociology in
Education as listed on the following
pages, together with related courses
appropriate to the individual's
particular interests and background
in the Department of Educational
Theory, or in other departments of
the School of Graduate Studies.

Interested students may obtain
descriptions of the current programs
by writing to the Chairman, Depart-
ment of Sociology in Education, OISE.

Applicants are required to submit a

careful statement of their interests and at least one sample of their written work, in addition to the general requirements for assessment of admissibility, as outlined on pages 19 to 26. All part-time M.Ed. students must commence their program by taking 1900X.

COURSES

A course is identified as Sociology in Education when the first two digits in the course number are 19 or 39. A course numbered 39 generally assumes a background in this department.

1900X INTRODUCTION TO SOCIOLOGY IN EDUCATION

An introduction to sociology in education, designed primarily to orient students in the M.Ed. program but suitable for others completing a pre-requisite year. Sociological perspectives are illustrated in application to current educational issues and settings, with a special emphasis on Canadian content and data.

Staff, Summer Session and Regular Session (after hours)

1902X EDUCATIONAL DECISION- MAKING IN ONTARIO

Different key groups in Ontario have divergent attitudes toward education that are reflected in the educational policies promoted or resisted. The basic aim of the course is to identify key groups in the educational decision-making process, to discover more about the attitudes they hold, and to relate these to the specific mechanisms

by which policies are developed and implemented.

E. B. Harvey (not offered in 1972/73)

1903X THE SOCIOLOGY OF MINORITY GROUPS IN CANADIAN EDUCATION

A review of the educational problems of minority religious and ethnic groups in Canada from the perspectives of social history, institutional barriers, and social and economic consequences. Special attention will be given to the problems of bilingual and separate schools in Ontario.

Staff, Regular Session (after hours)

1904X SCHOOL SYSTEMS AND SOCIAL STRATIFICATION

This course deals with two related issues: the influence of the stratification system on school system structures, goals, and operations; and the role of the school in stimulating and facilitating the achievement goals of its clientele. Special emphasis is placed on examining issues related to the concept of equality of opportunity, and on the development of alternative models for explaining the aspirations-attainment process.

D. B. Nolle, Regular Session

1906X SPECIALISTS IN THE SCHOOL SYSTEM (cross-listed with the Depart- ment of Special Education)

This course focuses on the roles of guidance officers, school psychologists, psychiatrists, and other non-teaching professionals in the educational system. Concepts and principles from the sociology of organizations, professions,

and careers will be used. Reading, class discussions, and individual research are the main requirements of the course.

F. Maidman, Regular Session (after hours)

1907X FAMILY PROBLEMS AND
EDUCATIONAL PERFORMANCE
(cross-listed with the Department
of Special Education)

This course involves a critical review of existing literature on the family as related to educational performance. An attempt will be made to expand knowledge in this area by discussing family variables that are salient in other areas of family sociology. The student will be exposed to films on families with underachieving children, and to data from a study of Canadian families.

F. Maidman, Regular Session (after hours)

1908X SOCIOLOGY OF CLASSROOM
INTERACTION

This course offers a variety of sociological perspectives on the dynamics of classroom interaction. Readings will cover Symbolic Interactionism, Role Theory, and the work of Kohl, Holt, Dreeben, Goffman, Mead, etc.

A. Effrat, Regular Session (after hours)

1909X PRACTICAL PROBLEMS IN
EDUCATIONAL INNOVATION
(cross-listed with the
Departments of Computer
Applications and Educational
Administration)

A sociological approach to the practical problems faced by different types of school personnel (administrators,

teachers, students, parents) in planning, implementing, accepting/rejecting school innovations. Also, a detailed look at major substantive "organization for learning" innovations (such as open schools, team teaching, non-grading) and their implications for the various school personnel.

M. Fullan, Regular Session
(after hours)

1919X SOCIOLOGY OF TEACHER
TRAINING

An examination of alternative approaches to teacher training, with the focus on Ontario. This will include the nature of pre-service, in-service, and graduate training in terms of the requirements and expectations of the role of the teacher in modern school settings.

Staff, Summer Session

1925X SOCIOLOGY OF PHYSICAL
EDUCATION, SPORT, AND
RECREATION

This seminar will explore sociological perspectives on physical education, sport, and recreation, drawing out the implications of such studies for educational structures and processes in Ontario and establishing priorities in research.

Staff (not offered in 1972/73)

1929X THE SCHOOL AND THE
COMMUNITY
(cross-listed with the
Department of Educational
Administration)

This course examines the changing nature of the relationship between the school and the local community. The

implications of recent school innovations for the role of parents in the school are analyzed, as well as the implications of parental involvement in the school for the social organization of the school.

Staff, Summer Session

**1935X FUTURE SOCIETIES AND
EDUCATION**
(cross-listed with the
Department of Educational
Administration)

An introduction to comprehensive ways of thinking about the future. Topics will include: (a) the ways in which values affect thinking about possible and probable futures, (b) conceptual models for thinking about future social action, (c) techniques for speculating about educational and social futures, and (d) a critical review of existing scientific and literary studies of the future. Alternative educational futures will be emphasized throughout the course.

D. W. Livingstone, Regular Session
(after hours)

**1940X COMPARATIVE EDUCATION:
THEORIES OF EDUCATIONAL
DEVELOPMENT**

The construction and testing of theories of educational development. This will involve: (a) discussion of the meaning of "development" in both its educational and its societal aspects and selection of specific educational problems to be studied; (b) presentation of conceptual, theoretical, and methodological tools for studying educational development, including a

review of existing theories of social change; (c) construction of models of educational development and derivation of propositions about critical determinants (political, economic, etc.) from these models; and (d) comparative analysis of available cross-national or regional data to test such propositions. Policy implications of the findings will also be considered, particularly with regard to educational alternatives.

D. W. Livingstone, Regular Session

**1952X INDIVIDUAL READING AND
RESEARCH IN SOCIOLOGY IN
EDUCATION: MASTER'S LEVEL**

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course, field work in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

**1960X SOCIOLOGICAL RESEARCH
METHODS IN EDUCATION**
(cross-listed with the
Department of Educational
Administration)

An introduction to basic research methods appropriate for sociologists working in the field of education. General consideration will be given to the technical problems involved in the collection, analysis, and interpretation of data, with emphasis on the logic underlying the research process.

D. B. Nolle, Regular Session

1970X SOCIOLOGICAL THEORY IN
EDUCATION
(cross-listed with the
Department of Educational
Administration)

A review of sociological theory with particular reference to contemporary sociological theory and its implications for studies in the sociology of education.

E. B. Harvey, Regular Session

1996X THE SOCIAL STRUCTURE OF THE
SCHOOL

An analysis of the social relations and structures in the school, and of their impact on learning, student behavior, and performance.

Staff (not offered in 1972/73)

3900X SOCIOLOGY OF SCHOOL SYSTEMS

Concepts and theories of social systems will be used to examine educational institutions and their component parts. Both theoretical schemes and empirical materials will be used to illuminate six major areas of concern: the societal context of school systems, the goals and socialization functions of schools, social mobility and opportunity structures, organizational dynamics and school system control, occupational roles and the dynamics of work, and peer group social structures.

W. G. Spady, Regular Session

3901X SOCIOLOGY FIELD WORK IN
EDUCATION

This course will use schools and school systems as natural research settings. Three major kinds of problems will be examined: phenomena defined as

problematic in the literature, problems as defined by the student-observer, and problems defined by people in the field. The initial part of the course will stress field methods and a review of important substantive areas; the latter part will emphasize actual field work.

W. G. Spady (may not be offered in 1972/73)

3902X EDUCATIONAL SYSTEMS AND
THE LABOR MARKET

This course is concerned with the integration between educational systems and the labor market, at both the institutional and social psychological levels. The impact on individual educational and occupational experiences will be assessed. The following content areas will be examined: the general structure of the Canadian labor force; changes in the base of recruitment to university, and changes in postsecondary curricula; and the problem of estimating the costs and benefits of different educational strategies.

E. B. Harvey (may not be offered in 1972/73)

3910X THE PROBLEM OF CHANGE
IN SCHOOLS

An examination of the factors that constrain and facilitate change in schools through an analysis of the roles and role relationships of administrators, teachers, students, and parents. This course will combine a theoretical and practical perspective in an attempt to understand the change process in schools.

M. Fullan, Regular Session

**3920X SOCIALIZATION, ADOLESCENCE,
AND EDUCATION**

An examination of various socialization theories, with emphasis upon individual agents of socialization inside and outside the school.

Staff (may not be offered in 1972/73)

**3925X ADOLESCENT DEVIANCE AND
THE SCHOOLS**

An examination of adolescent deviance in the school setting and the process of social typing, with emphasis on the accommodative responses of peers, teachers, and parents. The educational implications of the existence of deviant subcultures will also be considered.

Staff (may not be offered in 1972/73)

**3930X INNOVATIONS IN EDUCATION:
A COMPARATIVE ANALYSIS
(cross-listed with the Department of Educational Planning)**

A comparative survey of factors affecting the fate of attempts at educational innovation. Data from both "developed" and "developing" societies will be examined with the object of (a) developing general propositions regarding factors that affect attempts at innovation and specifying the range of applicability of such propositions, and (b) increasing understanding of the innovation process in the Canadian context.

J. P. Farrell, Regular Session (after hours)

**3950X RESEARCH SEMINAR IN THE
SOCIOLOGY OF HIGHER
EDUCATION**

Two major areas of content are linked with the two major aims of the course.

The first involves a range of largely empirical materials concerning college and university students, with special emphasis on an understanding of the sociological dynamics of college life and its impact on career decisions, academic success, satisfaction, eventual graduation, etc. The second involves the empirical analysis of data on college students.

W. G. Spady (not offered in 1972/73)

**3952X INDIVIDUAL READING AND
RESEARCH IN SOCIOLOGY IN
EDUCATION: DOCTORAL LEVEL**

Description as for 1952X, but at the doctoral level.

**3960X ADVANCED ISSUES IN
SOCIOLOGICAL RESEARCH
METHODS IN EDUCATION**

A focus on advanced issues in design, measurement, and analysis in sociological research in education. Attention is given to topics concerning causal inferences in both static and dynamic nonexperimental designs; causal approaches to measurement; and the appropriate situations for the application of different types of multivariate techniques of analysis, such as multiple regression, analysis of variance and covariance, and factor analysis.

Staff (may not be offered in 1972/73)

**3970X ADVANCED SOCIOLOGICAL
THEORY IN EDUCATION**

A seminar organized as a theory workshop to develop sociological theory applications to education. Particular attention will be given to the work of Parsons, Smelser, Blau,

Yinger, Goffman, Luckmann, Berger.
Staff (not offered in 1972/73)

The following courses might also be of
interest to students in Sociology in
Education:

1020X THE FUTURE CONTEXT
FOR EDUCATION
(See full course description,
Department of Educational
Administration.)

1022X THE SOCIAL CONTEXT OF
ADMINISTRATION
(See full course description,
Department of Educational
Administration.)

3011X ORGANIZATION THEORY
IN EDUCATION
(See full course description,
Department of Educational
Administration.)

3013X DYNAMICS OF ORGANIZATIONAL
BEHAVIOR
(See full course description,
Department of Educational
Administration.)

3020X ADVANCED SEMINARS IN
EDUCATIONAL FUTURES
(See full course description,
Department of Educational
Administration.)

1715X METHODOLOGY FOR POLICY
RESEARCH
(See full course description,
Department of Educational
Planning.)

1322XA SOCIAL STUDIES IN THE
SCHOOL CURRICULUM
(See full course description,
Department of Curriculum.)

1358X CURRICULUM DEVELOPMENT
AND SCHOOL SYSTEM
INTERVENTION
(See full course description,
Department of Curriculum.)

Special Education



Department of Special Education

HARRY SILVERMAN, *Ph.D. (London)*

Associate Professor and Chairman of the Department

(learning disabilities; liaison between and coordination of school psychological services and special education; alternatives in special education)

JOHN B. FOTHERINGHAM, *M.D. (McGill)*

Associate Professor

(diagnosis and parental counseling of children with mental retardation; children with learning disabilities; early identification of children with developmental disabilities; cooperative use of community resources)

PETER GAMLIN, *Ph.D. (Cornell)*

Assistant Professor, cross-appointed from Applied Psychology and to the Institute of Child Study, University of Toronto

JOHN R. KERSHNER, *Ph.D. (Toronto)*

Assistant Professor

(neuropsychological manifestations of learning disabilities and their theoretical implications related to cognitive development; effectiveness of early psychomotor intervention programs)

FRANK V. MAIDMAN, *Ph.D. (Toronto)*

Assistant Professor, cross-appointed from Sociology in Education

GRIFFITH A. V. MORGAN, *Ph.D. (London)*

Professor and Director of the Educational Clinic

(early childhood education; slow learners; disadvantaged children and compensatory education; trainable mentally retarded; learning handicaps, speech and language disorder; autistic and aphasic children)

DOROTHY SHIPE, *Ph.D. (George Peabody)*

Associate Professor

(mental retardation; early childhood education; assessment techniques and prescriptive teaching; personality and motivational factors as they apply to special education)

ASSOCIATED INSTRUCTORS:

ERIC W. HOPWOOD, *M.Ed. (Hull)*

Headmaster, Cliffdale Secondary School, Portsmouth, Hampshire, England

DONALD KEILLOR, *M.Ed. (Toronto)*

Head, Educational Assessment Centre, Etobicoke Board of Education

LEO LAZAR, *Ph.D. (Ottawa)*

Chief Psychologist, Child and Adolescent Services, Clarke Institute of Psychiatry, University of Toronto

EDWARD J. ROSEN, *M.D., C.M. (McGill)*

Associate Professor, Department of Psychiatry, University of Toronto

JAMES A. TUCK, *Ph.D. (Toronto)*

Director of Psychological Services, Rehabilitation Foundation for the Disabled

PROGRAMS OF SPECIALIZATION

The Department of Special Education offers programs leading to an M.Ed., M.A., or Ph.D. Joint programs with other departments such as Applied Psychology, Curriculum, Educational Administration, and Sociology in Education may be arranged. The M.A. and Ph.D. programs require full-time

study; the M.Ed. program may be taken on a part-time basis.

General Note:

A number of Student Financial Awards with a Graduate Assistantship component will be available in the Department of Special Education.

Where possible, it is desirable that a student wishing to enter any of the programs offered by this department consult with staff members to explore the student's suitability and to consider possible modification of the program to meet his needs.

MASTER OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

The Master of Education program is designed primarily for people with teaching qualifications and experience who are working in the educational system and desire training in one specific aspect of special education, or seek a broader background in special education. However, under exceptional circumstances, students without a teaching background may also enroll in this program.

Enrolling students are ordinarily expected to have had at least three undergraduate courses, or the equivalent, in the behavioral sciences. If this is not the case, the following prerequisite courses are required in addition to the regular degree program:

- 1200X Introduction to Educational Psychology
- 1201X Child and Adolescent Psychology

The regular M.Ed. program demands a minimum of eight half-courses, chosen in consultation with an advisor, to form an integrated sequence as follows:

Group A

- 1288X Seminar and Practicum in Special Education
(This course is compulsory.)
Two or three additional half-courses selected from:
- 1280X Exceptional Children and Youth
- 1281X The Education of the Mentally Retarded and the Slow Learner: Seminar and Practicum
- 1282X The Physically Handicapped
- 1283X Psychology and Education of the Gifted
- 1284X Behavior Disorders in Relation to Education
- 1285X Children with Special Learning Disabilities
- 1286X Educational Techniques for Emotionally Disturbed Children
- 1287X Recent Advances in Mental Retardation
- 1291 Seminar and Practicum in Comparative Special Education
- 1295XA Individual Reading and Research in Special Education: Psycho-educational Appraisal and Remedial Techniques for Exceptional Children

Group B

Four or five half-courses selected in conjunction with the student's advisor from offerings in Sociology in Educa-

tion, Applied Psychology, Curriculum, Measurement and Evaluation, or Educational Administration (or further courses in Special Education).

Note: The department cannot guarantee admission to particular courses outside the department.

If courses in certain areas of interest in special education are not currently available at the Institute, it may be possible for individual students to arrange programs that include up to two half-courses taken in a graduate program at another university.

MASTER OF ARTS WITH SPECIALIZATION IN SPECIAL EDUCATION

A Master of Arts program in Educational Theory, with specialization in Special Education, can be worked out for individual students who wish to pursue either a research career or a professional career in work with exceptional children in a variety of settings. Applicants may or may not have a background of elementary or secondary school teaching. Students without this background would pursue their professional careers with exceptional children by means of a non-teaching consultant role in such settings as hospitals, residential treatment centers, nursery schools, day-care centers, etc. Students with a teaching background would continue to pursue their careers in teaching, consultation, or supervision in special education, in such settings as colleges of education, community colleges of applied arts and technology, and

elementary or secondary schools. The normal entrance requirement is a four-year University of Toronto B.A. in a social or behavioral science, or its equivalent. Outstanding students in this program may continue in a Ph.D. program with special reference to Special Education. The typical M.A. program would consist of six half-courses, as follows:

1280X Exceptional Children and Youth

1288X Seminar and Practicum in Special Education

A research design course:

1235X Research Methods in Educational Psychology

Three additional half-courses, two of which must be selected from those in the 1281X to 1290X range, excluding 1288X, are required. The third course may be in special education, in a related discipline, or in a field of application. Courses are to be selected in consultation with an advisor.

A master's thesis is required.

The student is also expected to participate in colloquia and informal research meetings organized by this department.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN SPECIAL EDUCATION

The Ph.D. programs in Educational Theory, with special reference to Special Education, are designed for students with one of two areas of interest. First, there are those who wish to pursue a career of theory building and/or research in one aspect of special education. The program for

such students would combine special education courses with courses in psychology, sociology, etc. These students may or may not have a background of elementary or secondary school teaching. Second, some students with a teaching background may wish to obtain high-level qualifications as practitioners in special education. The Ph.D. program for these students would tend to focus on such areas as the development of programs for exceptional children and the organization of special education.

In addition to the doctoral thesis and other requirements for the Ph.D., described on pages 23 to 25, the student and his advisor will devise an individualized program that takes into account the student's background and preferences, departmental requirements, requirements already met, and course availability. Such a program would involve a study of one aspect of special education, with two or three half-courses in a relevant department within the Department of Educational Theory, and one appropriate full course in another department of the School of Graduate Studies.

OCCASIONAL STUDENTS IN THE DEPARTMENT OF SPECIAL EDUCATION

Students not enrolled in the regular programs described may, by arrangement with the Department of Special Education, enroll in a maximum of two half-courses. In exceptional cases, a student may enroll in more than two half-courses by arrangement with the student's advisor, the Department of

Special Education, and the instructors of the courses under consideration.

COURSES

A course is identified with this department when the first three digits in the course number are 128, 129, 328, or 329.

1280X EXCEPTIONAL CHILDREN AND YOUTH

Emphasis is placed on the psychology of exceptional children, not on programs for them. Primary concern is with intellectual and behavioral deviations.

Staff, Summer Session and Regular Session

1281X THE EDUCATION OF THE MENTALLY RETARDED AND THE SLOW LEARNER: SEMINAR AND PRACTICUM

The identification and etiology, and the intellectual, social, and emotional development of the mentally retarded; educational programs, social and occupational adjustment, and parent counseling and practicum.

Staff, Summer Session and Regular Session

1282X THE PHYSICALLY HANDICAPPED

The psychology of children and young people with such types of disability as impaired vision, impaired hearing, defective speech, crippling conditions, epilepsy, chronic medical disorders, multiple handicaps; psychological and medical bases of adjustments in curriculum and instructional methods; educational programs in regular

classes, special classes, hospitals, and the home; emotional and social adjustment; counseling of parents and pupils.

Associated instructors, Summer Session and Regular Session

1283X PSYCHOLOGY AND EDUCATION
OF THE GIFTED

The identification, and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.

Staff, Regular Session

1284X BEHAVIOR DISORDERS IN
RELATION TO EDUCATION

Behavior disorders in children and young people: e.g., neurotic behavior, organic conditions, and psychotic conditions; the diagnostic process; constitutional and social factors involved; current treatment procedures. Lectures, case presentations, demonstrations, and readings.

Staff and associated instructors, Summer Session and Regular Session

1285X CHILDREN WITH SPECIAL
LEARNING DISABILITIES

Characteristics of children with learning difficulties, their identification, and suggested remedial programs.

Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.

Staff and associated instructors, Summer Session and Regular Session

1286X EDUCATIONAL TECHNIQUES FOR
EMOTIONALLY DISTURBED
CHILDREN

A survey of psychodynamic and

educational management techniques used with children with learning difficulties caused by developmental disorders, cerebral dysfunctions, specific cognitive disorders, language and reading disorders, as well as behavior disorders, with particular reference to the methods used in special classes for the selection, investigation, and remedial treatment of these varied conditions.

Prerequisite: 1284X.

Associated instructors, Regular Session

1287X RECENT ADVANCES IN MENTAL
RETARDATION

Emphasis will be placed on the interaction of biological and sociocultural influences in the development of generalized mental retardation, its diagnosis, and management.

Prerequisite: Permission of the instructor.

J. B. Fotheringham, Regular Session

1288X SEMINAR AND PRACTICUM IN
SPECIAL EDUCATION

The course consists of supervised experience in a particular area of special education; this experience may involve curriculum planning, classroom organization, and the development and evaluation of a range of instructional materials and techniques.

Staff, Regular Session

1289X SEMINAR: SPECIAL EDUCATION
FOR SCHOOL CONSULTANTS

Discussion of research findings pertaining to the identification of children with specific learning problems, and of special programs for

them. Open only to students enrolled in the School Psychology program of the Department of Applied Psychology.

H. Silverman, Summer Session

1290X READINGS AND RESEARCH IN MENTAL RETARDATION

Emphasis will be placed on an expansion and deepening of material covered in 1287X, particularly on the biological and sociocultural aspects of mental retardation. Additional topics will include the genetic aspects of mental retardation, personality, learning theories, family studies, and vocational rehabilitation.

Prerequisite: 1287X.

D. Shipe and *J. B. Fotheringham*,
Regular Session

1291 SEMINAR AND PRACTICUM IN COMPARATIVE SPECIAL EDUCATION

A wide range of special education programs will be studied. Detailed seminar evaluations of historical and social evolution, of current philosophies, of theoretical affiliations, and practical approaches, will also be undertaken.

It is anticipated that in the 1972 Summer Session this course will be held in Europe (the United Kingdom, Scandinavia, and the Netherlands). Participants in the course will be responsible for their own travel and living expenses.

Staff, Summer Session

1295X INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION

Specialized study, under the direction

of a staff member, focusing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1295XA INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: PSYCHO- EDUCATIONAL APPRAISAL AND REMEDIAL TECHNIQUES FOR EXCEPTIONAL CHILDREN

Selection and use of specialized tests with learning-disabled and handicapped children. Includes nonverbal tests, infant tests, and specialized tests for the assessment of communication and visual-motor disorders. Introduction to methods of remediation on the basis of such tests. Familiarity with the WISC and Stanford-Binet will be assumed.

Prerequisite: Permission of the instructor.

D. Shipe, Regular Session

3280X SEMINAR REVIEWING ONGOING RESEARCH AND DEVELOP- MENT ACTIVITIES IN THE DEPARTMENT OF SPECIAL EDUCATION: DOCTORAL LEVEL

J. R. Kershner, Regular Session

3281X RESEARCH SEMINAR: THE EDUCATION OF THE MENTALLY RETARDED AND THE SLOW LEARNER

Factors, especially personality and motivational, relating to the achievement and adjustment of the mentally retarded and the slow learner. Emphasis will be placed upon those characteristics of the individual and his

life situation that bear upon school placement and achievement, and subsequent life success.

D. Shipe, Regular Session (alternate years; not offered in 1972/73)

3283X RESEARCH SEMINAR:
PSYCHOLOGY AND EDUCATION
OF THE GIFTED

Staff, Regular Session (offered as required)

3284X RESEARCH SEMINAR: BEHAVIOR
DISORDERS IN RELATION TO
EDUCATION

Staff, Regular Session

3285X RESEARCH SEMINAR: CHILDREN
WITH SPECIAL LEARNING
DISABILITIES

H. Silverman, Regular Session

3287X RESEARCH SEMINAR:
THE FAMILY AND THE
HANDICAPPED CHILD

Emphasis will be placed on the effects of a handicapped child on the family, and on family factors influencing the child's functioning.

J. B. Fotheringham, Regular Session (alternate years; not offered in 1972/73)

3295X INDIVIDUAL READING AND
RESEARCH IN SPECIAL
EDUCATION: DOCTORAL LEVEL
Staff, Regular Session

3295XA INDIVIDUAL READING AND
RESEARCH IN SPECIAL
EDUCATION: DOCTORAL
LEVEL: SEMINAR IN SOCIAL
CLASS DIFFERENCES IN
LANGUAGE DEVELOPMENT

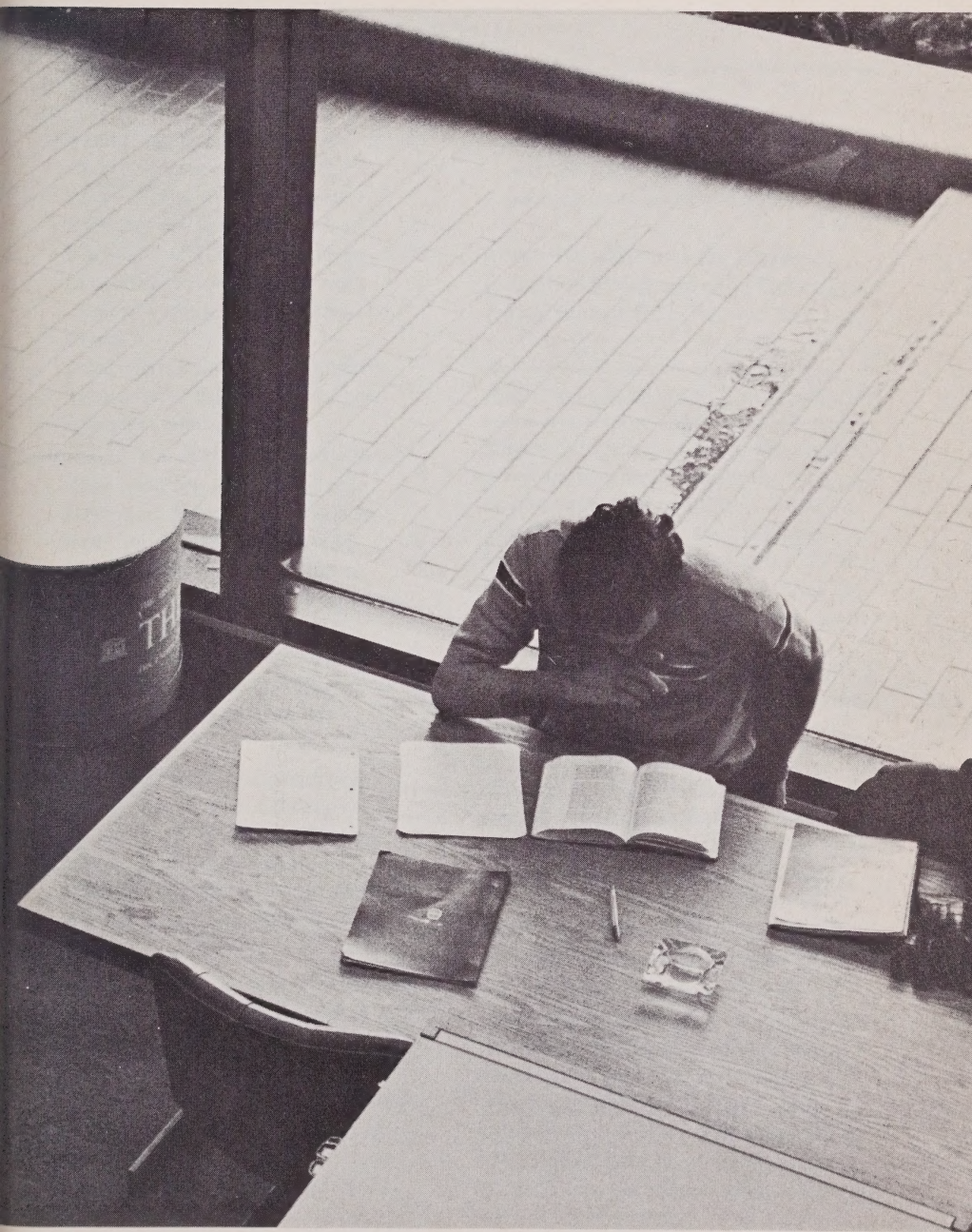
P. Gamlin, Regular Session

The following courses might also be of interest to students in Special Education:

1906X SPECIALISTS IN THE SCHOOL
SYSTEM
(See full course description,
Department of Sociology in
Education.)

1907X FAMILY PROBLEMS AND
EDUCATIONAL PERFORMANCE
(See full course description,
Department of Sociology in
Education.)

Higher Education



Higher Education Group

EDWARD F. SHEFFIELD, *Ed.D. (New York),
LL.D. (Sir George Williams),
LL.D. (Prince Edward Island)*

*Professor of Higher Education,
University of Toronto, cross-appointed
to Adult Education, OISE, and
Chairman of the Higher Education
Group*

(effective teaching at the university
level; comparative systems of post-
secondary education)

BERTRAND L. HANSEN, *A.B. (Ohio State)*

*Associate Professor of Higher
Education, University of Toronto,
cross-appointed to Educational
Planning, OISE, and Director of
Research for the Council of Ontario
Universities*

(application of quantitative techniques
in the rationalization of the allocation
of resources in postsecondary
education)

ROBIN S. HARRIS, *Ph.D. (Michigan)*

*Professor of Higher Education,
University of Toronto, and cross-
appointed to Adult Education, OISE
(history of Canadian higher education
in general and of the University of
Toronto in particular)*

JOHN B. MACDONALD, *Ph.D. (Columbia),*

*LL.D. (Manitoba), LL.D. (Simon
Fraser), D.Sc. (British Columbia)
Professor of Higher Education,
University of Toronto, and Executive
Director of the Council of Ontario
Universities*

(management and organization of

systems of postsecondary education;
national policy with respect to research,
particularly scientific research)

Note: The Offices of the Higher
Education Group are at 47 Queen's
Park Crescent East, Toronto 181.

PROGRAMS OF SPECIALIZATION

Higher Education is one of the fields
of specialized study within the
Department of Educational Theory.
The staff members form the Higher
Education Group in the University of
Toronto, rather than a department in
The Ontario Institute for Studies in
Education.

Courses in higher education are
designed for students pursuing one of
three types of careers:

(a) Those who are or hope to be
engaged in administration of some
aspects of higher education, either in
an institution of higher education, such
as a university or community college,
or in an agency – governmental or
otherwise – concerned with the public
administration of higher education.

(b) Those who are or hope to be
teachers in institutions of higher
education. While taking their major
subject courses in the discipline in
which they propose to teach, these
students may wish to take a course in
higher education as a minor subject in
order to become more familiar with the

setting in which they will be serving.

(c) Those for whom higher education is related to a primary interest in such fields as adult education, educational planning, the history of education, the economics of education, the sociology of education.

Graduate students may proceed to the M.Ed., M.A., Phil.M., or Ph.D. degree in Educational Theory with specialization in Higher Education. Also, the courses in Higher Education may be taken as electives by degree candidates in the Department of Educational Theory or in other departments of the School of Graduate Studies. In addition to students who are candidates for degrees, others who are graduates of approved universities may, with the permission of the Department of Educational Theory and the instructor concerned, enroll in the courses in Higher Education.

COURSES

A course is identified as Higher Education when the first two digits in the course number are 18 or 38. *Students are required to obtain concurrence of the instructor before enrolling for a course.*

1801 THE DEVELOPMENT OF HIGHER EDUCATION IN CANADA

An analysis of the development of universities and other postsecondary institutions in English- and French-speaking Canada since the seventeenth century, with particular reference to the period since 1920. Parallel developments in other English-speaking countries (the United States, the

United Kingdom, Australia) will receive attention.

R. S. Harris, Regular Session

1803 RECURRENT ISSUES IN HIGHER EDUCATION

An examination of recurring questions about higher education. Sample topics include: Who should receive higher education? Of what kinds? In what types of institutions? What should be studied? Who should teach? What is the role of research? How should institutions of higher education be governed? Financed? Related to government? How should they serve society?

E. F. Sheffield, B. L. Hansen, and J. B. Macdonald, Regular Session

1807 SYSTEMS OF HIGHER EDUCATION

Analysis of the structure of the educational systems in the Canadian provinces, the United States, Britain, France, the U.S.S.R., and other countries, with attention to the ways in which provision is made for higher education. An attempt will be made to understand the roles of institutions of postsecondary education, and the differences in their nature and their place in the social organization of these societies. In essence, this will be a study of institutions of higher education as social institutions in different settings.

E. F. Sheffield, Regular Session

1808 THE IDEA OF THE UNIVERSITY

An examination of the evolution of the concept of higher education with particular reference to its emergence in the ancient world, its initial

crystallization in Medieval Europe, the amendments developed during the Renaissance and the Enlightenment in Europe, and the redefinitions resulting from the introduction in the nineteenth and twentieth centuries of the functions of research and community service.
R. S. Harris (not offered in 1972/73)

1852X INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: MASTER'S LEVEL
Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3852X INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: DOCTORAL LEVEL
Description as for 1852X, but at the doctoral level.

The following courses might also be of interest to students in Higher Education:

1410X THE UNIVERSITY IN AMERICAN SOCIETY: THE COLONIAL PERIOD TO THE PRESENT
(See full course description, Department of History and Philosophy of Education.)

3704X SEMINAR: MATHEMATICAL MODELS IN EDUCATIONAL PLANNING
(See full course description, Department of Educational Planning.)

Note: For details of the following courses, which are offered by Departments other than Educational Theory, see School of Graduate Studies Calendar:

- Econ 2803X Economics of Manpower and Education
- Med Studies 9135X Medieval Universities
- Soc 2002X The Sociology of Occupations
- Soc 3002X Occupations and Professions

Academic Staff

(As of January 1, 1972)

ABBEY, DAVID S.

Adult Education

ALEXANDER, WILLIAM E.

Educational Planning

ALVI, SABIR A.

Measurement and Evaluation

ANDREWS, JOHN H. M.

Educational Administration

AVITAL, SHMUEL M.

Measurement and Evaluation

BECK, CLIVE M.

*History and Philosophy of
Education*

BEREITER, CARL

Applied Psychology

BHARGAVA, RAGHU P.

Measurement and Evaluation

BOCK, J. CARSON†

Applied Psychology

BREHAUT, WILLARD

*History and Philosophy of
Education*

BRENT, EDMUND

Curriculum

BRISON, DAVID W.

Applied Psychology

BROWN, ALAN F.

Educational Administration

BRUNDAGE, DONALD H.

Adult Education

BURRILL, DONALD F.

Measurement and Evaluation

CAMPBELL, DOUGLAS C.

Curriculum

CAPLAN, GERALD L.

*History and Philosophy of
Education*

CARLOW, CHESTER D.

Curriculum

CASEY, GERALD A.

Applied Psychology

CHRISTENSEN, CLIFFORD M.

Applied Psychology

CHRISTIE, TASSO

Adult Education

CHURCHILL, STACY

Computer Applications

CISTONE, PETER J.

Educational Administration

CONNELLY, F. MICHAEL

Curriculum

CRAWFORD, DOUGLAS*

Computer Applications

CRITTENDEN, BRIAN S.

*History and Philosophy of
Education*

CROFT, JOHN C.

Educational Administration

D'OYLEY, VINCENT R.

*Educational Planning and
Measurement and Evaluation*

DRAPER, JAMES A.

Adult Education

DRONSEJKO, KRYSZYNA†

Applied Psychology

EFFRAT, ANDREW

Sociology in Education

EISENBERG, JOHN A.

*History and Philosophy of
Education*

ELLIS, M. DORMER

Adult Education

EVEN, ALEXANDER

Measurement and Evaluation

FARQUHAR, ROBIN H.

Educational Administration

FARRELL, JOSEPH P.

Educational Planning

FLAHERTY, M. JOSEPHINE

Adult Education

FLEMING, W. GERALD

Measurement and Evaluation

FLOWER, GEORGE E.

Educational Administration

FOTHERINGHAM, JOHN B.

Special Education

FOWLER, WILLIAM

Applied Psychology

FULLAN, MICHAEL

Sociology in Education

GALBRAITH, KAREN†

Applied Psychology

GAMLIN, PETER

Applied Psychology

GARRY, RALPH

Curriculum

GRAHAM, DONALD M.*

Educational Administration

GREENFIELD, T. BARR

Educational Administration

GRIFFIN, VIRGINIA R.

Adult Education

HAMBLETON, DONALD C.*

Curriculum

HANDA, MADAN L.

Educational Planning

HANSEN, BERTRAND L.

Higher Education

HARRIS, ROBERT C.

Applied Psychology

HARRIS, ROBIN S.

Higher Education

HARVEY, EDWARD B.

Sociology in Education

HENDERSON, S. B. KENT

Applied Psychology

HENDRA, F. STANLEY*

Applied Psychology

HERBERT, JOHN

Curriculum

HICKCOX, EDWARD S.

Educational Administration

HOCKLEY, JAMES S.

*History and Philosophy of
Education*

HOLLAND, JOHN W.

Educational Planning

HOPWOOD, ERIC W.*

Special Education

HORN, DOROTHY M.

Measurement and Evaluation

HOUSE, JOHN H.

Educational Administration

HUFF, ELMER E.*

Applied Psychology

HUMPHREYS, EDWARD H.

Educational Planning

- HUNT, DAVID
Applied Psychology
- HUSTON, HAROLD W.
Adult Education
- JACKSON, ROBERT W. B.
Computer Applications
- KATZ, JOHN S.
Curriculum
- KATZ, MICHAEL B.
History and Philosophy of Education
- KEILLOR, DONALD*
Special Education
- KERSHNER, JOHN R.
Special Education
- KHAN, SAR B.
Measurement and Evaluation
- KIDD, J. ROBY
Adult Education
- KOTHARE, UMESH*
Applied Psychology
- LANDAU, BARBARA†
Applied Psychology
- LAWTON, STEPHEN B.
Educational Administration
- LAXER, ROBERT M.
Applied Psychology
- LAZAR, LEO*
Special Education
- LEITHWOOD, KENNETH
Curriculum
- LEVIN, MALCOLM A.
Educational Administration
- LEVINE, DONALD M.
Educational Administration
- LIVINGSTONE, DAVID W.
Sociology in Education
- LONG, ALAN†
Applied Psychology
- MACDONALD, JOHN B.
Higher Education
- MACHRY, JOHN†
Applied Psychology
- MACLEOD, BETTY B.
Educational Planning
- MAIDMAN, FRANK V.
Sociology in Education
- MCDIARMID, GARNET L.
Curriculum
- MCDONALD, RODERICK P.
Measurement and Evaluation
- MCINNES, JOHN A.
Curriculum
- MCLACHLAN, JOHN†
Applied Psychology
- MCLEAN, LESLIE D.
Computer Applications
- MCLEAN, ROBERT S.
Computer Applications
- MIEZITIS, SOLVEIGA
Applied Psychology
- MORGAN, GRIFFITH A. V.
Special Education
- MUSELLA, DONALD F.
Educational Administration
- MYERS, DOUGLAS
History and Philosophy of Education
- NARROL, HARVEY G.
Applied Psychology
- NISHISATO, SHIZUHIKO
Measurement and Evaluation
- NOLLE, DAVID B.
Sociology in Education

O'BRYAN, KENNETH G.
Applied Psychology

OLIVIER, WILLIAM P.
Computer Applications

OLSEN, E. CHRISTOPHER
*History and Philosophy of
Education*

OLSON, DAVID R.
Applied Psychology

PADRO, SUSAN,
Educational Planning

PAITICH, DANIEL†
Applied Psychology

PASS, LARRY E.
Applied Psychology

PITT, CLIFFORD C.
Applied Psychology

PLAPP, JON†
Applied Psychology

PRUETER, KENNETH F.
Curriculum

QUARTER, JACK
Applied Psychology

QUAZI, SAEED*
Educational Planning

RAGSDALE, RONALD G.
Computer Applications

RAINSBERRY, FREDERICK B.
Curriculum

RAWSON, HILDRED
Curriculum

REGAN, ELLEN M.
Curriculum

REYNOLDS, REGINALD†
Applied Psychology

RIDEOUT, E. BROCK
Educational Administration

RIDGE, F. GERALD*
Educational Planning

RIFFEL, PIUS†
Applied Psychology

ROBBINS, MELVYN P.
Educational Administration

ROBERTS, DOUGLAS A.
Curriculum

ROBINSON, FLOYD G.
Curriculum

ROSEN, EDWARD J.*
Special Education

RUSSELL, HOWARD H.
Curriculum

RYAN, DORIS W.
Educational Administration

SCOTT, J. GLENN
Educational Administration

SELINGER, ALPHONSE D.
Educational Administration

SHEFFIELD, EDWARD F.
Higher Education

SHIPE, DOROTHY
Special Education

SILVER, HARVEY A.
Adult Education and
Applied Psychology†*

SILVERMAN, HARRY
Special Education

SIMON, ROGER I.
Educational Administration

SINCLAIR, BRUCE*
Applied Psychology

SKOLNIK, MICHAEL L.
Educational Planning

SMITH, FRANK
Curriculum

SPADY, WILLIAM G.
Sociology in Education

STERN, HANS H.
Curriculum

STINSON, ROBERT H.
Curriculum

SULLIVAN, EDMUND V.
Applied Psychology

THOMAS, ALAN M.
Adult Education

TOUGH, ALLEN M.
Adult Education

TRACZ, GEORGE S.
Educational Planning

TRAUB, ROSS E.
Measurement and Evaluation

TRIEGER, SEYMOUR*
Curriculum

TUCK, JAMES A.*
Special Education

WAHLSTROM, MERLIN W.
Measurement and Evaluation

WATSON, CICELY
Educational Planning

WEES, WILFRED
Curriculum

WEININGER, OTTO
Applied Psychology

WEISER, JOHN C.
Applied Psychology

WEISS, JOEL
Curriculum

WELLMER, ALBRECHT
*History and Philosophy of
Education*

WIGNEY, TREVOR J.
*History and Philosophy of
Education*

WILES, DAVID K.
Educational Administration

WILLIAMS, THOMAS R.
Educational Administration

WILSON, DAVID N.
Educational Planning

WOLFGANG, AARON
Applied Psychology

* Associated Instructor

† Counseling Internship Supervisor

General Index

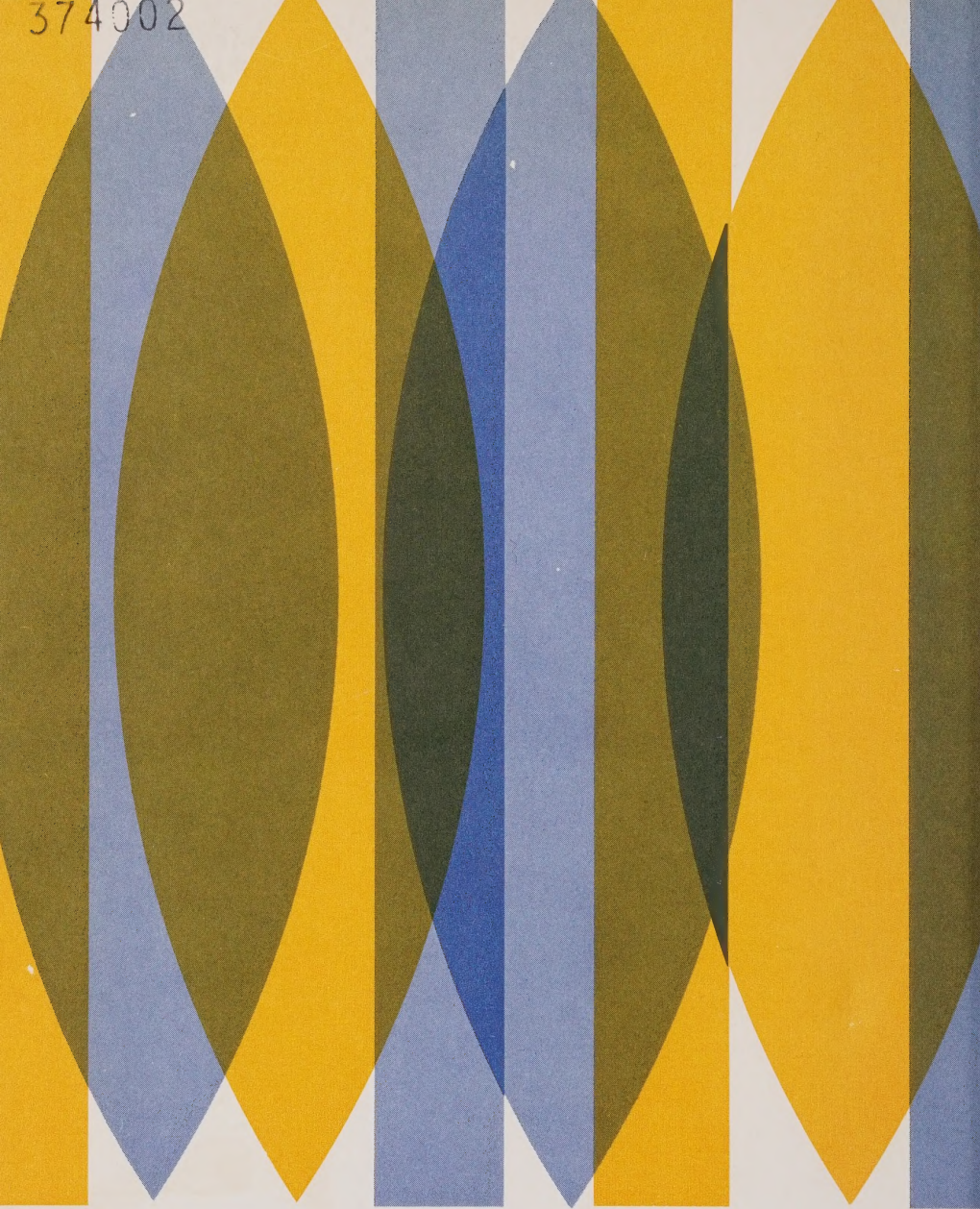
- ACADEMIC CALENDAR vii-x
ACADEMIC STAFF 153-157
ACCOMMODATION 15-17
ADMINISTRATION; *see*
EDUCATIONAL ADMINISTRATION
ADMINISTRATIVE OFFICERS xiii-xiv
ADMISSION, APPLICATION FOR
After-hours Classes 6
M.A. and Ph.D. Candidates 3-5
M.Ed. Candidates 5
Summer Session 5-6
ADMISSION REQUIREMENTS,
GENERAL 19-26
ADMISSION REQUIREMENTS,
DEPARTMENTAL; *see*
DEPARTMENTAL ADMISSION
REQUIREMENTS
ADULT EDUCATION, DEPARTMENT OF
Courses 32-35
M.A. 31
M.Ed. 30-31
M.Ed. with Specialization in Adult
Education and Counseling 31
Ph.D. 31-32
Programs 30-32
Staff 29-30
ADVANCE READING, SUMMER
SESSION 5-6
AFTER-HOURS CLASSES, REGULAR
SESSION 6
APPLICATION FOR ADMISSION; *see*
ADMISSION, APPLICATION FOR
APPLIED PSYCHOLOGY, DEPARTMENT OF
Courses 49-56
Educational Psychology:
M.A. (Educational Psychology
Option) 41-42
Ph.D. (Educational Psychology
Option) 42
Guidance and Counseling:
M.Ed. with Specialization in
Adult Education and
Counseling 44
M.Ed. with Specialization in
Guidance and Counseling 42-44
Ph.D. (Counseling Psychology
Option) 44-45
M.Ed. for Special Purposes 48
Occasional Students 49
Programs 41-49
School Psychology:
M.A. (School Consultant
Option) 46-47
Ph.D. (School Psychology
Option) 47-48
Staff 39-41
ASSIGNMENTS, TERM 9-10
ASSOCIATED INSTRUCTORS; *see*
ACADEMIC STAFF
AUDIOVISUAL EQUIPMENT 14
AWARDS 12-13
BOARD OF GOVERNORS xi
CAREER COUNSELLING AND PLACEMENT
CENTRE 15
CLINIC, EDUCATIONAL 14
COMPUTER APPLICATIONS,
DEPARTMENT OF
Courses 60-62
Programs 59-60
Staff 59
COMPUTER FACILITIES 14-15
CONSULTANT, SCHOOL; *see* APPLIED
PSYCHOLOGY
COUNSELING; *see* ADULT EDUCATION
and APPLIED PSYCHOLOGY
COURSE DESCRIPTIONS, BY
DEPARTMENTS

- Adult Education 29-35
- Applied Psychology 39-56
- Computer Applications 59-62
- Curriculum 65-77
- Educational Administration 81-90
- Educational Planning 93-101
- Higher Education 149-151
- History and Philosophy of Education 105-115
- Measurement and Evaluation 119-125
- Sociology in Education 129-135
- Special Education 139-145
- CURRICULUM, DEPARTMENT OF
 - Courses 69-77
 - M.A.* 68
 - M.Ed.* 67-68
 - Modern Language Center 69
 - Ph.D.* 68
 - Programs 66-69
 - Staff 65-66
- DEADLINES FOR APPLICATION FOR ADMISSION 4-5
- DEADLINES, MISCELLANEOUS; *see* ACADEMIC CALENDAR
- DEGREES, GENERAL REQUIREMENTS
 - Ed.D.* 25-26
 - M.A.* 22-23
 - M.Ed.* 20-21
 - M.Ed. for Special Purposes* 21-22
 - Ph.D.* 23-25
 - Phil.M.* 23
- DEPARTMENTAL ADMISSION REQUIREMENTS AND PROGRAMS
 - Adult Education 30-31
 - Applied Psychology 41-49
 - Computer Applications 59-60
 - Curriculum 66-69
 - Educational Administration 83-85
 - Educational Planning 149-150
 - Higher Education 135
 - History and Philosophy of Education 105-108
 - Measurement and Evaluation 120
 - Sociology in Education 129-130
 - Special Education 139-142
- DISCONTINUED DEGREES AND PROGRAMS 6-7
- DOCTOR OF EDUCATION 7, 25-26
- DOCTOR OF PHILOSOPHY 23-25
- EDITORIAL DIVISION 15
- EDUCATIONAL ADMINISTRATION, DEPARTMENT OF
 - Courses 85-90
 - M.A.* 84
 - M.Ed.* 83-84
 - Ph.D.* 84-85
 - Programs 83-85
 - Staff 81-83
- EDUCATIONAL CLINIC 14
- EDUCATIONAL PLANNING, DEPARTMENT OF
 - Courses 95-101
 - M.A.* 94-95
 - M.Ed.* 94
 - Ph.D.* 95
 - Programs 94-95
 - Staff 93-94
- EDUCATIONAL PSYCHOLOGY; *see* APPLIED PSYCHOLOGY
- ENGLISH LANGUAGE TESTS 7
- EXAMINATIONS AND GRADES 8-9
- FACULTY 153-157
- FEES 10-11
 - Dual Registration Fee for *M.A.* and *Ph.D.* Candidates 11
 - Full-time Students:
 - M.Ed.*, *M.A.*, *Ph.D.*, and *Ed.D.* Students 10-11
 - M.Ed.* Students 10
 - Late Payment Fee 11
 - Part-time Students:
 - After hours 11
 - Daytime 11
 - Reregistration Fee for *M.A.* and *Ph.D.* Candidates 11

- Students' Administrative Council
 - Fee 11
 - Summer Session Students 11
- FELLOWSHIPS 12-13
- FINANCIAL AWARDS 12-13
- FOREIGN STUDENTS; *see* OVERSEAS STUDENTS
- GENERAL INFORMATION 3-18
- GOVERNORS, BOARD OF xi
- GRADES 8-9
- GRADUATE RECORD EXAMINATIONS 8
- GRADUATE STUDENTS' ASSOCIATION 18
- GUIDANCE AND COUNSELING; *see* APPLIED PSYCHOLOGY
- HEALTH SERVICE 16
- HIGHER EDUCATION GROUP
 - Courses 150-151
 - Programs 149-150
 - Staff 149
- HISTORY AND PHILOSOPHY OF EDUCATION, DEPARTMENT OF
 - Courses 108-115
 - M.A. with Specialization in either History or Philosophy of Education* 107
 - M.Ed. with Specialization in either History or Philosophy of Education* 106
 - Ph.D. with Specialization in either History or Philosophy of Education* 107-108
 - Programs 105-108
 - Staff 105
- INQUIRIES, GENERAL 3
- INTERNATIONAL STUDENTS 16, 18
- LIBRARY 14
- LIVING ACCOMMODATION 15-17
- MASTER OF ARTS 22-23
- MASTER OF EDUCATION 20-22
- MASTER OF PHILOSOPHY 23
- MEASUREMENT AND EVALUATION, DEPARTMENT OF
 - Courses 120-125
 - Programs 120
 - Staff 119
- MEDICAL SERVICES 16
- MILLER ANALOGIES TEST 7
- MODERN LANGUAGE CENTER 69
- NON-CREDIT SEMINARS AND CONFERENCES 6
- ONTARIO INSTITUTE FOR STUDIES IN EDUCATION, THE 1
- OVERSEAS STUDENTS 16, 18
- PHILOSOPHY OF EDUCATION; *see* HISTORY AND PHILOSOPHY OF EDUCATION
- PLANNING; *see* EDUCATIONAL PLANNING
- PREPARATORY READING, SUMMER SESSION 5-6
- PSYCHOLOGY; *see* APPLIED PSYCHOLOGY
- REGISTRATION 5
- RESIDENCE FACILITIES 17
- SCHOLARSHIPS 12-13
- SCHOOL CONSULTANT; *see* APPLIED PSYCHOLOGY
- SCHOOL PSYCHOLOGY; *see* APPLIED PSYCHOLOGY
- SOCIOLOGY IN EDUCATION, DEPARTMENT OF
 - Courses 130-135
 - Programs 129-130
 - Staff 129
- SPECIAL EDUCATION, DEPARTMENT OF
 - Courses 142-145
 - M.A.* 141
 - M.Ed.* 140-141
 - Occasional Students 142
 - Ph.D.* 141-142
 - Programs 139-142
 - Staff 139
- STAFF, ACADEMIC 153-157
- STUDENT FINANCIAL AWARDS 12-13
- SUMMER SESSION 5-6
- TERM ASSIGNMENTS 9-10
- TRANSCRIPTS 10
- TUITION FEES; *see* FEES

Printed in Canada by Macdonald-Downie Limited

Photography by Pamela Harris-McLeod, 127,
Hugh Oliver, 117, and Robert Title, 27, 37, 57,
63, 79, 91, 103, 137, and 147.



Departments' floor locations

Adult Education, 7
Applied Psychology, 9
Computer Applications, 3
Curriculum, 10
Educational Administration, 7
Educational Planning, 6
History and Philosophy of Education, 6
Measurement and Evaluation, 8
Sociology in Education, 6
Special Education, 4

